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ABSTRACT

This instructional analysis centers on identifying the skills, related knowledge, teacher activities, and student activities that are central to teaching various topics included in the core curriculum for health occupations courses. Addressed in the volume are the following instructional areas: first aid; medical terminology; medical asepsis; supplies and equipment; office procedures in medical services; safety measures; basic patient care; medical laboratory procedures; receiving, transferring, and discharging patients; vital signs; lifting, moving, and transporting patients; dental procedures; assisting specialists; assisting with diagnostic procedures; special procedures; medical ethics; and health career exploration. The individual sections consist of a series of task sheets, each of which contains a behavioral objective; lists of skills, necessary related knowledge, teacher activities, and student activities; and a bibliography of related references. Also included in the module are instructional units devoted to taking and recording vital signs and giving standard first aid treatment. These units contain a unit objective, specific objectives, suggested activities, information sheets, transparency masters, assignment sheets, and a field test evaluation form. (MN)

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INSTRUCTIONAL ANALYSIS
for
HEALTH OCCUPATIONS

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FOREWORD

As a prerequisite for developing instructional materials in the Health Occupations area that will be used by teachers throughout the state of Texas, an instructional analysis has been conducted. Briefly, this analysis centers on identifying four components central to teaching those tasks that have been determined as being essential to a core curriculum. These areas of concern are the skills and knowledges needed in performing the task and those activities conducted by both the instructor and students that will ensure comprehensiveness in developing task competency. References essential to classroom instruction are also provided as an aid to instructors in planning their classroom activities. Although these working sheets are an interim measure, they can aid the instructional planning process.

As a result of this instructional analysis, instructional units are currently being developed for all tasks comprising the core curriculum for the Health Occupations Education program. The publication date for these instructional materials is set for 1978.

ACKNOWLEDGEMENTS

This project, as described in the Foreword, was made possible through the efforts of Mr. James Keaton, Director, Health Occupations Education, Texas Education Agency, who instigated a contract between the Agency and the Occupational Curriculum Development Laboratory, East Texas State University, for instructional material development. Those individuals designated responsible for executing the contract are John H. Hayes, Project Director, James J. Zukowski, Curriculum Specialist/Editor, plus Barbara Terrell and Mildred Runyon, Technical Writers.

A work of this nature depends heavily upon the knowledge, experience and generosity of many people. Special appreciation is extended to the following instructors who contributed their valuable time and expertise in conducting the instructional analysis. They are:

Mrs. Elizabeth Boggan, Health Occupations, Arlington High School;

Mrs. Helena Fair, Health Occupations, Sherman High School;

Mrs. Siv Anderson, Health Occupations, Denison High School;

Mrs. Florence Owen, Health Occupations, Ball High School; and

Mrs. Catherine Williams, Health Occupations, Lamar High School.

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INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: First Aid

TASK: Administer External Cardiac Compression

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to administer external cardiac compression.

SKILLS	RELATED KNOWLEDGE
1. Determine whether heart is beating by feeling pulse. 2. Observe pupil dilation. 3. Position patient flat on hard surface. 4. Determine pressure point on breast plate (sternum). 5. Assume proper position of hands and arms. 6. Apply rhythmic pressure to lower half of sternum. 7. Repeat 60 times/minute.	1. Identification of cardiac emergency 2. Structure of circulatory system 3. Location of pulses 4. Causes of cardiac emergencies 5. Required cardiac rate for adults and children 6. Positioning of rescuer 7. Structure of chest region 8. Exact location of sternal pressure point 9. Discontinuation of compression

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define cardiac emergency. 2. Review anatomy of chest. 3. Review circulatory system. 4. Demonstrate pressure application to sternum. 5. Explain maintenance of proper rate. a. One rescuer b. Two rescuers 6. Relate causes of cardiac emergencies.	1. Take notes on technique. 2. Review anatomy using chart or model. 3. Review pamphlets outlining technique. 4. View film. 5. Practice technique for cardiac compression. 6. Demonstrate proficiency in cardiac compression. 7. Listen and respond to resource person.

7. Explain cessation of compression. 8. Show film. 9. Invite resource person to demonstrate external cardiac compression.	8. Discuss causes of cardiac emergencies.

REFERENCES

A. Books

1. Standard First Aid and Personal Safety, American National Red Cross, Doubleday, 1973.

B. Pamphlets

1. "Emergency Measures in Cardiopulmonary Resuscitation," Texas Heart Association, P.O. Box 25041, Houston, Texas 77005.

C. Films

1. "Methods of Cardiopulmonary Resuscitation" (#329), Trainex, P.O. Box 116, Garden Grove, California 92642.

2. "Pulse of Life," Texas Heart Association, P.O. Box 25041, Houston, Texas 77005.

D. Additional references

1. Resusci-anne demonstration model.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: First Aid

TASK: Administer Mouth-to-Mouth Artificial Respiration

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to administer mouth-to-mouth artificial respiration.

SKILLS	RELATED KNOWLEDGE
1. Determine whether patient is breathing a. Listen and feel for movement of air. b. Look for chest movement.	1. Identification of respiratory emergency
2. Check and clear airway of debris.	2. Body's need for oxygen
3. Position patient to open airway.	3. Structure of respiratory system
4. Seal nose by pinching.	4. Types of airway obstruction a. Mechanical b. Anatomical
5. Establish sealed mouth-to-mouth contact.	5. Causes of respiratory failure
6. Force air into lungs by breathing into patient's mouth; watch rise of chest.	6. Required rate of respiration for proper ventilation of adults and children
7. Stop blowing when chest is expanded and watch for chest fall.	7. Discontinuation of resuscitation
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Define respiratory emergency.	1. Take notes on technique.
2. Review anatomy of respiratory system.	2. Review anatomy using chart.
3. Review body's need for oxygen.	3. Practice technique for artificial respiration on model.
4. Describe types of airway obstructions using charts or models.	4. Demonstrate proficiency in artificial respiration.
5. Demonstrate breathing technique for aritficial respiration.	5. Review pamphlets outlining technique.
	6. View film.

6. Explain maintenance of proper ventilation
   a. One rescuer
   b. Two rescuers

7. Relate causes of respiratory failure.

8. Explain cessation of resuscitation.

9. Show film.

10. Invite resource person to demonstrate mouth-to-mouth artificial respiration.

7. Listen and respond to resource person.

8. Discuss cause of respiratory failure.

REFERENCES

A. Books

   1. Standard First Aid and Personal Safety, American National Red Cross, Doubleday, 1973.

B. Pamphlets

   1. "Emergency Measures in Cardiopulmonary Resuscitation," Texas Heart Association, P.O. Box 25041, Houston, Texas 77005.

C. Films

   1. "Methods of Cardiopulmonary Resuscitation" (#329), Trainex, P.O. Box 116, Garden Grove, California 92642.

   2. "Pulse of Life," Texas Heart Association, P.O. Box 25041, Houston, Texas 77005.

D. Additional references

   1. Resusci-anne demonstration model.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: First Aid

TASK: Give Standard First-Aid Treatment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to give standard first-aid treatment in emergency situations.

SKILLS	RELATED KNOWLEDGE
Apply first-aid treatment for: 1. Breathing 2. Bleeding 3. Broken bones 4. Burns 5. Rescue and transportation	1. Evaluation of the injury a. Pulse-respiration b. General appearance 2. Use of first-aid techniques for: a. Wounds b. Shock c. Poisons d. Foreign bodies e. Temperature extremes f. Choking 3. Necessary supplies 4. Means of transportation 5. Legal and moral responsibility

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present first-aid principles to class. 2. Secure resource person. 3. Demonstrate techniques. 4. Display supplies and identify use. 5. Discuss do's and don't's of first aid. 6. Give specific information about each skill area. 7. Show film or filmstrips.	1. Take notes. 2. Participate in class discussion. 3. Practice techniques and use supplies. 4. Review do's and don't's. 5. Review competency in each area. 6. View film or filmstrip.

REFERENCES

A. Books

1. American National Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday, 1973.

2. Anderson, C. L. Health Principles and Practice. 6th ed. St. Louis, Missouri: C. V. Mosby Co., 1970.

3. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw Hill Book Company, 1958, pp. 272-82.

4. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 399-407.

5. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

B. Films

1. The American Red Cross

2. Local Civil Defense unit

3. Local Fire Department

4. U. S. Public Health Department

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Terminology

TASK: Recognize and Use Prefixes, Suffixes, and Roots of Words

OBJECTIVE:

After completing a unit of instruction based on this instructional analysis, the student will be able to recognize and use prefixes, suffixes, and roots of words.

SKILLS	RELATED KNOWLEDGE
1. Identify parts of medical terms as prefix, suffix, or root.	1. Origin of medical terminology
2. Identify combining forms of root words.	2. Definition of prefix, suffix, root, and combining form
3. Identify origin of word part.	3. Definitions of commonly-used medical terms and their components
4. Combine parts into medical terms.	4. Use of medical dictionary
5. Spell and pronounce words correctly.	5. Spelling and pronunciation of medical terms
6. Use prefixes, suffixes, and roots properly in written and oral communication.	6. Need for correct terminology in written and oral communication
	7. Synonyms and antonyms

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain need for understanding and using correct terminology.	1. Take notes on word origin.
2. Give origins of words.	2. Define word parts.
3. Define word parts.	3. Copy and memorize list of commonly-used word parts.
4. List commonly-used medical terms.	4. Demonstrate competency in spelling and pronunciation.
5. Point out parts of terms and ways in which they may be re-combined.	5. Find words and components in dictionary.
6. Demonstrate use of medical dictionary.	6. Complete word definition from dictionary.
7. Emphasize correct spelling and correct pronunciation.	

8. Hand out lists of commonly-used words for identification and definition.	7. Combine word parts to form related words.
9. Group synonyms and antonyms.	8. Recall definitions of medical terms.

REFERENCES

A. Books

1. Hill, E. Joy. Surgical Technician: Medical Terminology. Lexington, Kentucky: Curriculum Development Center, Division of Vocational Education, University of Kentucky, n.d.

2. Robert J. Brady Company. Brady's Programmed Orientation to Medical Terminology. Bowie, Maryland: Robert J. Brady Co., 1970.

3. Smith, Genevieve Love and Phyllis E. Davis. Medical Terminology: A Programmed Text. 3rd ed. New York, New York: John Wiley & Sons, Inc., 1976.

4. Taber, Clarence W. Taber's Cyclopedic Medical Dictionary. 11th ed. Philadelphia, Pennsylvania: F. A. Davis Co., 1969.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Terminology

TASK: Recognize and Use Standard Medical Abbreviations and Symbols

OBJECTIVE:

After completing a unit of instruction based on this instructional analysis, the student will be able to recognize and use standard medical abbreviations and symbols.

SKILLS	RELATED KNOWLEDGE
1. Recognize abbreviations and symbols used in medical terminology. 2. Define abbreviations and symbols used in allied health field. 3. Use abbreviations and symbols correctly in written and oral communication.	1. Definitions of abbreviations and symbols 2. Purpose and usage of abbreviations and symbols 3. Derivation of abbreviations and symbols
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. List abbreviations and symbols and their meanings. 2. Describe derivations of abbreviations and symbols. 3. State purpose and illustrate usage of abbreviations and symbols.	1. Practice writing symbols. 2. Memorize frequently-used abbreviations and symbols. 3. Recall meaning and derivation of abbreviations and symbols.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 377-378.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, p. 121.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, p. 109.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

4. Steen, Edwin. Medical Abbreviations. 3rd ed. Philadelphia, Pennsylvania: F. A. Davis Co., 1971.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Package Linen for Sterilization

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly package linen for sterilization.

SKILLS	RELATED KNOWLEDGE
1. Determine linens needing sterilization.	1. Principles of asepsis
2. Assemble materials for sterilization.	2. Types of packs and their uses
3. Fold and wrap packs by prescribed technique.	3. Closure of packs
4. Secure packs.	4. Types and uses of indicator controls
5. Provide for "pressure-sensitive" indications for sterilization.	5. Types, uses, and locations of sterilizers
6. Take to sterilization area.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. List types of linens needing sterilization.	1. Take notes on types and contents of packs.
2. Demonstrate folding techniques for linen.	2. Practice folding, wrapping, and closing packs.
3. List methods for wrapping packs.	3. Identify indications and explain use.
4. Demonstrate closure of packs.	4. Identify sterilizers and indicate use.
5. Show indicators and explain their use.	5. Recall principles of asepsis.
6. Explain sterilizers and their use.	6. Review microbiology pertinent to sterilization.
7. Review asepsis.	
8. Emphasize importance of absolute sterility.	

9. Review microbiology pertinent to sterilization.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 35-55.
2. Jorow, Marie. The Central Service Technician at Work. New York, New York: Springer Publishing Co., 1975, pp. 121-38.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Disinfect Equipment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to effectively disinfect equipment.

SKILLS

1. Prepare used equipment for disinfecting.
2. Determine method and materials to be used.
3. Prepare chemical solution for use.
4. Select and complete the proper procedure.
5. Time procedure.
6. Rinse when necessary.
7. Remove and store.

RELATED KNOWLEDGE

1. Terminology
2. Microbiology
3. Importance of asepsis
4. Basic principles of disinfection
5. Techniques of disinfection:
    a. Procedures
    b. Equipment
    c. Timing
6. Action of disinfectants on bacteria
7. Chemical solutions used
    a. Types
    b. Strengths
8. Safety precautions
9. Mathematics of dilution

TEACHER ACTIVITIES

1. Teach terminology.
2. Review microbiology.
3. Stress importance of asepsis.
4. Discuss principles of disinfecting.
5. Display equipment and explain operation.

STUDENT ACTIVITIES

1. Take notes on procedures.
2. Identify terminology.
3. Review microbiology.
4. Draw and label equipment.
5. List safety precautions.
6. Work with problems in dilutions.

6. List solutions, explaining strength and action.
7. Outline procedure of disinfection.
8. Emphasize safety precautions,
9. Present math problems.
10. List time intervals used for disinfection.

7. Perform disinfecting procedure using aseptic technique.
8. Practice using timing devices.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 35-55.
2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 1-17.
3. Jorow, Marie. The Central Service Technician at Work. New York, New York: Springer Publishing Co., 1975, pp. 79-86.
4. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 309-24.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Perform Isolation Techniques

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to perform isolation techniques using all necessary skills and equipment.

SKILLS	RELATED KNOWLEDGE
1. Wash hands.	1. Procedure for hand washing
2. Wear face mask, isolation gown, and gloves.	2. Use of face mask and isolation gown
3. Dispose of contaminated linens and supplies.	3. Methods of disposing of contaminated linens and supplies

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss need for isolation procedures.	1. Take notes on class discussion of isolation procedures and prevention of spread of disease.
2. Discuss prevention of spread of disease.	2. Practice hand washing under teacher's supervision.
3. Demonstrate hand washing, gowning, and disposing of contaminated materials.	3. Practice gowning, masking, and gloving.
4. Take trip to isolation unit of local hospital.	4. Properly remove and dispose of contaminated apparel.
5. Invite a resource speaker to tell of personal experiences in isolation procedures.	5. Attend field trip to isolation unit of local hospital.
	6. Respond to speaker.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 23-27.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 16-1 - 16-14.

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 217-25.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Prepare Instruments for Sterilization

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to sterilize instruments effectively.

SKILLS	RELATED KNOWLEDGE
1. Assemble used instruments.	1. Purpose of sterilization
2. Open instruments and rinse under running water.	2. Methods of sterilization
3. Scrub the instrument using a brush and warm soap solution.	3. Types of equipment used to sterilize
4. Rinse the soap off the instrument.	4. Chemical agents
5. Dry instruments thoroughly.	5. Aseptic techniques
6. Prepare for sterilization as instructed.	6. Terminology

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Illustrate the correct procedure in: a. Handling used instruments b. Opening and rinsing instruments c. Scrubbing instruments	1. Listen and take notes.
2. Prepare a soap solution.	2. Prepare a soap solution.
3. Demonstrate steps involved in drying instruments.	3. Practice rinsing, washing, and drying instruments.
4. Describe the methods of sterilization.	4. List the methods of sterilization.
5. Discuss: a. Microbiology b. Sterilization	5. Write a paper on microbiology and sterilization.
6. List and explain the types of equipment used to sterilize.	6. Take test on types of equipment used to sterilize.
	7. Summarize film.

7. Define:
    a. Chemical agents
    b. Aseptic technique

8. Show film.

REFERENCES

A. Books

1. Burrows, W. Textbook of Microbiology. 18th ed. Philadelphia, Pennsylvania: W. B. Saunders Co., 1963.

2. Ginsberg, Frances and others. A Manual of Operating Room Technology. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 4-23, 4-24.

4. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

B. Films

1. "Bacteria Control: Equipment Cleanliness," Trainex, P.O. Box 116, Garden Grove, California 92642.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Sterilize Equipment and Supplies

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to prepare supplies and equipment for various types of sterilization and complete sterilization procedures.

SKILLS	RELATED KNOWLEDGE
1. Sterilize by dry heat.	1. Measure of time
2. Sterilize by moist heat.	2. Types of sterilizers
3. Sterilize by chemicals.	3. Asepsis
	4. Bacteriology
	5. Terminology
	6. Chemical action of solutions

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate preparation of equipment and supplies for sterilization.	1. Take notes on demonstration, presentation, and discussion.
2. Present audio-visual aids of various kinds of sterilizing devices and length of time needed.	2. Make illustrations of types of sterilizers.
3. Discuss terminology and bacteriology used in sterilizing procedures.	3. Demonstrate knowledge of terminology and bacteriology.
4. Arrange for field trip to local hospital central supply unit.	4. Take field trip to local hospital central supply unit.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 39-55.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 16-21.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 21-28.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Wash Hands Using Aseptic Technique

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to demonstrate the aseptic technique for handwashing.

SKILLS	RELATED KNOWLEDGE
1. Assemble equipment.	1. Learning necessary equipment
2. Turn faucet.	2. Using correct terminology relating to medical asepsis
3. Wash hands.	3. Washing hands using aseptic technique
4. Clean fingernails.	
5. Dry hands.	
6. Turn off faucet.	
7. Dispose of paper towel.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define and discuss medical asepsis.	1. Take notes for procedure.
2. Demonstrate and discuss procedure.	2. Practice skill.
3. Direct student in practice of skill.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 20-21.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

3. Jorow, Marie. The Central Service Technician at Work. New York, New York: Springer Publishing Co., 1975, pp. 73-77.

4. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 97-98.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Clean Glassware and Equipment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to clean glassware and equipment.

SKILLS	RELATED KNOWLEDGE
1. Demonstrate soaking techniques. 2. Clean glassware using: a. Soap and water b. Detergent and water c. Acid-cleaning solutions 3. Clean equipment using: a. Brushes b. Sponge c. Scouring pad d. Suction 4. Rinse equipment using: a. Tap water b. Distilled water	1. Selection of proper cleaning method to be used 2. Types of cleaning solutions 3. Methods for rinsing and drying 4. Safety

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate soaking, cleaning, rinsing, and drying. 2. Display equipment and glassware. 3. Distribute information sheets describing cleaning methods.	1. Take notes. 2. Review information sheets. 3. Identify equipment. 4. Practice cleaning methods with supervisor.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 4-22 - 4-29.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

4. Taub, Howard. Laboratory Skills for Allied Health Occupations. Vol. I: "Introduction to Laboratory Measurements and Inventory of Supplies." San Francisco, California: Holt, Rinehart, and Winston, 1974, pp. 3-22.

5. The University of Texas at Austin Division of Extension. Supervised Study Guide for Medical Laboratory Aide. 4th ed. Austin, Texas: Texas State Department of Education, Industrial Education Division, 1970, pp. B-2, B-3.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Asepsis

TASK: Clean Examination or Treatment Rooms

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly clean examination or treatment rooms.

SKILLS	RELATED KNOWLEDGE
1. Collect and remove all soiled linens.	1. Handling of soiled linen
2. Collect and remove used instruments.	2. Care of used instruments
3. Dispose of used supplies.	3. Proper disposal of used supplies
4. Wipe up spills or stains.	4. Safety precautions in treatment and examination rooms
5. Replenish supplies and equipment.	5. Standards of cleanliness
6. Check for additional cleaning needs.	6. Various types of antiseptics and disinfectants
7. See that standards of cleanliness are met.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate proper handling of soiled linen and supplies.	1. Observe and take notes on proper handling and disposal of used linens and supplies.
2. Demonstrate and discuss safety precautions.	2. Take notes on safety precautions.
3. Explain procedures of replenishing of supplies.	3. List expendable supplies.
4. Present standards of cleanliness.	4. Recall standards of cleanliness.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 368-76.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 377-82.

3. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 323-51.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Supplies and Equipment

TASK: Care of the Dental Chair and Equipment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly care for the dental chair and equipment.

SKILLS	RELATED KNOWLEDGE
1. Turn on and off master electric switch.	1. Purposes of various manipulative features of the dental chair and unit
2. Operate manipulative features on the dental chair and unit.	2. Types of dental chairs
3. Raise and lower manually operated chair by foot pedal and adjustable levers.	3. Seating and support measures for accessability and comfort of patient
4. Position dental chair and clean.	4. Responsibilities in caring for dental-operatory equipment
5. Adjust bracket table and clean correctly.	5. Use and care of instruments
6. Check operating light for efficiency and care.	6. Procedures for operating equipment
7. Clean cuspidor daily.	7. Equipment and materials basic to a dental operatory
8. Operate air compressor.	8. Safety and asepsis
9. Turn on and off daily master water valve.	
10. Maintain and care for dental operatory cabinets.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss basic equipment and materials found in a dental operatory.	1. Take notes on discussion.
2. Describe angles and positions relative to positioning a dental chair.	2. Sketch illustration for positioning a dental chair.
	3. Outline operation and care of light fixture.

3. Emphasize details of proper illumination.
4. Present operating procedures for conventional accessory items.
5. List techniques for maintaining and caring for dental chair, equipment, and operatory cabinet.
6. Assign a written report on safety and cleanliness in dental office.
7. Visit local dental facility for demonstration of equipment.

4. List operating procedures for conventional accessory parts of dental unit
5. Complete evaluation tool for recall of techniques for cleaning and maintaining equipment and operatory.
6. Write a report on safety and cleanliness.
7. Participate in field trip to dental offices.

REFERENCES

A. Books

1. Richardson, R. E. and R. E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Co., 1970.
2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Supplies and Equipment

TASK: Examine and Sharpen Instruments

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to examine and sharpen instruments.

SKILLS	RELATED KNOWLEDGE
1. Identify need for maintaining sharp instruments.	1. Nomenclature of cutting instruments
2. Differentiate between a sharp and a dull cutting edge.	2. Types of equipment used for sharpening instruments
3. Examine instruments for cleanliness.	3. Procedure for sharpening instruments
4. Select appropriate sharpening equipment.	4. Methods for testing instruments for sharpness
5. Establish proper angle of bevel and cutting edge to stone.	5. Hazards encountered in using sharp instruments
6. Apply oil or water to stone as needed.	
7. Sharpen instrument to required cutting edge.	
8. Examine instrument for sharpness and blade form.	
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Display instruments for identification.	1. Identify instruments and equipment.
2. Exhibit sharpening equipment.	2. Practice procedures for sharpening instruments.
3. Demonstrate procedures for sharpening instruments.	3. Perform methods of testing instruments for sharpness.
4. Show students how to test instruments for sharpness.	4. List safety rules.
5. Instruct students in safety precautions.	

REFERENCES

A. Books

1. Preece, Ann. A Manual for Histologic Technicians. 3rd ed. Boston, Massachusetts: Little, Brown and Co., 1972, pp. 11-15.

2. Richardson, Richard E. and Roger E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Co., 1970, pp. 344-48.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Supplies and Equipment

TASK: Fold and Store Linen

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to fold linen and store it properly.

SKILLS	RELATED KNOWLEDGE
1. Clean and label shelves.	1. Precautions in handling linens
2. Inspect linens for cleanliness and wear.	2. Types of linens needed
3. Make proper disposition of unusable linen.	3. Storage facilities
4. Fold linen.	4. Methods of folding
5. Store in proper place.	5. Replenishing supplies
6. Maintain proper inventory.	6. Importance of handwashing

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Describe procedure for cleaning and labeling shelves.	1. Take notes on presentation and demonstration.
2. Demonstrate folding techniques.	2. Practice folding linens.
3. Display unusable linens.	3. Discuss methods of linen disposal.
4. Stress importance of cleanliness in linen handling.	4. List inventory requirements.
5. Review inventory requirements.	

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 372-73.

2. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 97-99. (Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Supplies and Equipment

TASK: Use and Care for Linens

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to use and care for linens.

SKILLS	RELATED KNOWLEDGE
1. Wash hands and select linens for: a. Bedmaking b. Bathing c. Drapes d. Gowns e. Lab coats f. Doctors' jackets g. Stretchers h. Treatment table i. Head rest	1. Handwashing
2. Assemble needed linens.	2. Types of linens
3. Check linens for wear and cleanliness.	3. Uses of linens
4. Dispose of used linens properly.	4. Precautions in handling linens
5. Carry out designated procedure.	5. Recognition of unusable linens
6. Dispose of contaminated linens.	6. Location and method of storage

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate handwashing.	1. Observe and take notes on demonstration and presentation.
2. List or display types of linens.	2. List precautions in linen handling.
3. Discuss uses of linens.	3. Discuss uses of linens.
4. Stress inspection for tears and stains.	4. Take notes on medical asepsis.
5. Emphasize precautions in using linens.	
6. Review medical asepsis.	

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 372-73.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 44-53.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Supplies and Equipment

TASK: Arrange and Inventory Supplies and Equipment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to identify inventory procedures and demonstrate the ability to inventory supplies and equipment.

SKILLS	RELATED KNOWLEDGE
1. Follow instructions according to rules for each department.	1. Standard storage arrangement
2. Identify various types of supplies and equipment.	2. Identification of supplies and equipment
3. Arrange supplies and equipment in order.	3. Association of equipment with proper department
4. Rotate dated materials and equipment and record using expiration dates.	4. Differentiation between expendable and non-expendable materials
	5. Determination of expiration dates

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present material pertinent for arrangement and inventory of supplies and equipment.	1. Take notes on teacher's presentation.
2. Using scientific supply catalogs, show pictures of commonly used supplies and equipment.	2. Study pictures from scientific supply catalogs.
3. Demonstrate procedure for arrangement of supplies and equipment.	3. Practice procedures for arranging materials.
4. Teach difference between expendable and non-expendable products.	4. Identify expiration dates on sample materials.
5. Teach importance of observing expiration dates.	5. Draw equipment and label.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 145-46.

2. Jorow, Marie. The Central Service Technician at Work. New York, New York: Springer Publishing Co., 1975, pp. 113-14, 117-23.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 161-68.

B. Additional references

1. Any available catalog from scientific supply house. Examples: Ward, Frey, Cenco.

2. Sample materials and equipment from local source.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Complete Patient's Billing

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to complete the patient's billing.

SKILLS	RELATED KNOWLEDGE
1. Collect data.	1. Billing procedure used in that particular office
2. Prepare itemized statement including: a. Services rendered b. Charges c. Payments received d. Balance due	2. Simple arithmetic
3. Complete outside address and prepare for mailing.	3. Follow-up procedures for collections

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss billing procedure.	1. Take notes on billing procedures.
2. Emphasize importance of accuracy in billing.	2. Practice problems in simple arithmetic.
3. Review simple arithmetic.	3. Identify varying kinds of collection reminders.
4. Explain use of collection reminders.	
5. List varying kinds of collection reminders.	

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 331-36.

2. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 292-93.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Complete Medical Insurance Forms

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to complete medical insurance forms.

SKILLS	RELATED KNOWLEDGE
1. Select appropriate form. 2. Gain information about types of insurance plans. 3. Fill out insurance forms. 4. Elicit accurate information from patients and records. 5. Watch for time limits on insurance forms. 6. Recognize coded information. 7. Complete form fully before mailing.	1. Procedure for completing insurance forms 2. Resource information on types of insurance plans 3. Medicare and Medicaid insurance plans 4. Interpersonal relationships with patients 5. Coded information

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Lecture on completion of medical insurance forms. 2. Present information about various types of insurance forms. 3. Using chalkboard, demonstrate procedure for completing medical insurance forms. 4. Explain importance of accuracy in completing medical insurance forms. 5. List codes needed in completing forms.	1. Take notes on lecture. 2. Identify various types of insurance forms. 3. Practice demonstrated procedure in completion of medical insurance forms. 4. Select codes appropriate for given insurance forms. 5. Role-play questioning of patient for information needed to complete medical insurance forms.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 309-19.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 225-30.

3. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 124-26.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Obtain Patient Data

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to gather necessary patient data accurately.

SKILLS

1. Greet patient and explain why information is necessary.
2. Provide necessary routine forms for general information and financial information.
3. Record patient's medical history: present and past.
4. Maintain rapport with patient as history is given.
5. Listen to and interpret patient's comments and replies.
6. Obtain accurate information.

RELATED KNOWLEDGE

1. Good voice production and enunciation
2. Human relations
3. Legal responsibilities
4. Medical ethics
5. Interpersonal communication
6. Technique for completing printed forms

TEACHER ACTIVITIES

1. Discuss information gathering.
2. Demonstrate procedure for completing different types of printed forms.
3. Stress importance of interpersonal relations and empathy.
4. Emphasize importance of pleasant speaking voice.
5. Tell students to observe patient's overall appearance.
6. Stress need for accuracy in obtaining information.

STUDENT ACTIVITIES

1. Take notes on class discussion.
2. Practice recording information accurately.
3. Record and listen to speaking voice for evaluation.
4. Role-play data gathering.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 298-308.

2. Bredow, Miriam. Medical Office Procedures. Dallas, Texas: McGraw-Hill Book Co., 1973, pp. 53-57.

3. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 235-50.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Collect and Record Daily Service Charges

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to collect and record daily service charges.

SKILLS	RELATED KNOWLEDGE
1. Collect and sort daily monies. 2. Record names of patients seen, types of services rendered, amounts charged, and the amount received from patients in day book. 3. Record night calls whenever necessary. 4. Transfer postings from daily log to patient's ledger. 5. Prepare receipts for money received.	1. Bookkeeping system 2. How to make change 3. Receipt-writing 4. Charges for specific services 5. Simple arithmetic
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Explain bookkeeping system. 2. Demonstrate change-making. 3. Demonstrate receipt-writing. 4. Explain method used for transferring postings from daily log to patient's ledger. 5. Discuss methods and importance of accurate recording of patients seen, services rendered, amounts charged, and amounts received from patient's day book. 6. Present bookkeeping problems.	1. Take notes on discussion. 2. Practice change-making. 3. Practice writing receipts. 4. Practice bookkeeping problems. 5. Take notes on terminology.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, p. 339.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 189-216.

3. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 258-59.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Arrange Appointments and Maintain Calendar

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to demonstrate the ability to correctly schedule and cancel appointments, plan and maintain calendars, and remind employer of appointments.

SKILLS	RELATED KNOWLEDGE
1. Schedule appointments. 2. Maintain calendar. 3. Remind employer of appointments. 4. Cancel appointments. a. Letter b. Telephone 5. Re-schedule appointments.	1. Knowledge of employer's appointments 2. Knowledge of information needed to schedule appointments

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Keep employer's calendar of appointments. 2. Synchronize secretary's calendar with that of employer.	1. Complete an assignment sheet showing a day's activity of appointments. 2. Divide into small groups, allowing specific time for each group to select ten good role-playing exercises on appointment scheduling, canceling, and re-scheduling. Take turns in being receptionist and customers. Students will evaluate other students.

REFERENCES

A. Books

1. Anderson, Ruth I. and others. The Administrative Secretary. 2nd ed. New York: McGraw-Hill Book Company, 1976, p. 86.

2. Gregg, John R. and others. Applied Secretarial Procedures. 7th ed. New York: McGraw-Hill Book Company, 1974, pp. 40-42.

3. Hanna, Marshall J. and others. Secretarial Procedures and Administration. 6th ed. Cincinnati, Ohio: South-Western Publishing Co., 1973.

4. Meehan, James R. and others. Clerical Office Procedures. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., 1973, pp. 261-74.

5. Meehan, James R. and others. Secretarial Office Procedures. 8th ed. Cincinnati, Ohio: South-Western Publishing Co., 1972, pp. 261-74.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: File Material in Patient's Record

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to identify the methods of filing and incorporate methods of filing in systems presently used.

SKILLS	RELATED KNOWLEDGE
1. Define filing. 2. Identify and define filing terms. 3. Incorporate method of filing for particular system.	1. Methods of filing a. Alphabetical b. Subject c. Chronological d. Numerical e. Geographical 2. Filing systems and equipment a. Primary guides b. Special guide c. Individual folder d. Miscellaneous folder 3. Basic arrangement of guides and folders in alphabetic filing system 4. Acquaintanceship with commercially prepared filing systems

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Type, print, and disseminate information sheet. 2. Discuss with students the different methods of filing. 3. Discuss with students the different filing systems and equipment. 4. Design a handout showing a file drawer with guides and files in proper place. 5. Use transparencies on filing systems. 6. Hand out assignment sheets.	1. Participate in class discussion on filing. 2. Complete assignment sheet.

REFERENCES

A. Books

1. Bassett, Ernest D. and David G. Goodman. Alphabetic Filing Procedures. Cincinnati, Ohio: South-Western Publishing Co., 1974.

2. Bassett, Ernest D. and David G. Goodman. Business Filing and Records Control. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., 1974.

3. Bassett, Ernest D. and David G. Goodman. Office Filing Procedures. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., 1974.

4. Gregg, John Robert and others. Applied Secretarial Procedures. 7th ed. New York: McGraw-Hill Book Company, 1974.

5. Guthrie, Mearl R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., 1964.

6. Kahn, Gilbert and others. Progressive Filing. New York: McGraw-Hill Book Company, 1969.

7. Kahn, Gilbert and others. Quick Filing Practice. New York: McGraw-Hill Book Company, 1965.

8. Meehan, James R. and others. Clerical Office Procedures. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., 1973.

9. Sherster, Joyce. OJT File Clerk. New York: McGraw-Hill Book Company, 1973.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Office Procedures in Medical Services

TASK: Making and Receiving Telephone Calls

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to use the telephone adequately.

SKILLS	RELATED KNOWLEDGE
1. Answer telephone correctly.	1. Learning how to answer telephone correctly
2. Make outgoing telephone calls effectively.	2. Learning to make outgoing calls
3. Take and interpret messages.	3. Interpreting messages
4. Use intercom.	4. Using intercom systems
5. Transfer calls.	5. Transferring calls

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Order and demonstrate use of tele-trainer.	1. Participate in demonstration of proper procedures for using the telephone.
2. Discuss importance of correct telephone usage.	2. Take notes on class discussion.
	3. Role-play using equipment and scripts written by individual students.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 292-97.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, p. 75.

B. Pamphlets

1. "Teletraining for Business Studies." American Telephone and Telegraph Co., 1965.

C. Films

1. "How To Lose Your Customer," Bell Telephone Co., local address.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Safety Measures

TASK: Observe Safety Methods in Radiation

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to carry out safety measures in radiation procedures.

SKILLS	RELATED KNOWLEDGE
1. Wear personnel film badge. 2. Use protective apparel: a. Apron lead-lined b. Gloves c. Colored glasses 3. Leave exposure area when presence not required. 4. Use protective barrier between individual and source. 5. Stand at least six feet away from patient in the proper area of the room. 6. Take hands off tube housing or point cone while machine is filming the patient.	1. Mechanics of handling the delicate and dangerous radiation equipment 2. Types of radiation equipment 3. Direct roentgen beam 4. Scattered radiation beam 5. Leakage of radiation 6. Safety measures used 7. History of radiation 8. Diseases and conditions related to radiation exposure
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Present history of roentogenology. 2. Discuss diseases and conditions related to radiation exposure. 3. Display and explain safety measures to be used. 4. Explain types of radiation beams. 5. Schedule visit to community resource facility. 6. Show transparency illustrating area of greatest exposure.	1. Outline history of x-ray. 2. List diseases and conditions related to radiation exposure. 3. Review and discuss safety measures. 4. Draw types of radiation beams. 5. Complete a written assignment about visit to community resource.

REFERENCES

A. Books

1. Bushong, Stewart C. Radiologic Science for Technologists, Physics, Biology, and Protection. St. Louis, Missouri: C. V. Mosby Co., 1975, pp. 314-24.

2. Morgan, James A. The Art and Science of Medical Radiography. 4th ed. St. Louis, Missouri: Catholic Hospital Association, 1974.

3. Richardson, R. E. and R. E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Co., 1970, pp. 376-79.

4. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 536-41.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Safety Measures

TASK: Practice Correct Body Mechanics

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to apply correct body mechanics.

SKILLS	RELATED KNOWLEDGE
1. Lift an object correctly. 2. Carry a heavy object correctly. 3. Lift and move a patient. 4. Turn and position a patient. 5. Display correct walking, sitting, and standing. 6. Assist patient: a. On and off bed b. On and off stretcher c. Into and out of (1) Chair (2) Wheelchair (3) Bathroom d. Ambulance	1. Principles of good body mechanics 2. General direction of movement 3. Muscular and skeletal system 4. Diseases and disorders of the muscular and skeletal system 5. Terminology 6. How and when to lift and carry objects 7. Support and moving a patient 8. Safety techniques involved

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define and present body mechanics. 2. Show transparencies of good body mechanics. 3. Review muscular and skeletal system. 4. Demonstrate the techniques of applied body mechanics. 5. List on chalkboard safety involved with body mechanics. 6. Present special joint movement to be drawn and labeled.	1. List proper body mechanic techniques. 2. Practice body mechanics on mannequin or person. 3. View transparencies showing proper techniques. 4. Role-play techniques. 5. Illustrate special joint movement and label.

7. **Secure resource person to demonstrate body movements.**

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973.

2. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

B. Films

1. "Lifting and Moving the Patient" (#BN 109), Trainex, P.O. Box 116, Garden Grove, California 92642

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Safety Measures

TASK: Follow Safety Rules and Regulations

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to:

1. List general rules of safety as they relate to Health Care facilities.
2. Explain and demonstrate procedures involved in administering first aid.

SKILLS

1. Read instructions carefully.
2. Practice safety measures.
3. Follow basic traffic rules and regulations.
4. Locate all exits within facility.
5. Apply first-aid and emergency care.
6. Develop the knowledge and skill, practices, and attitude related to safety:
   a. Unsafe acts
   b. Unsafe condition

RELATED KNOWLEDGE

1. Learning safety statistics and facts for health promotion
2. Identifying classes of safety
3. Relating safety factors to an occupation
4. Interpreting safety codes within a facility
5. Preventing industrial and health-related accidents

TEACHER ACTIVITIES

1. Present lecture on general safety.
2. Show film.
3. Invite a guest speaker.
4. Make written assignment related to safety.
5. Explain exits in case of emergency.
6. Discuss basic types of safety.
7. Explain and demonstrate how to apply first aid and emergency care.

STUDENT ACTIVITIES

1. Listen and take notes.
2. Observe film and record comments.
3. Research a safety topic.
4. Discuss safety.
5. Observe demonstration of first aid.
6. Role-play safety-related situation.
7. Identify evacuations exits.

REFERENCES

A. Books

1. Anderson, C. L. Health Principles and Practice. 6th ed. St. Louis, Missouri: C. V. Mosby Co., 1970, pp. 306-44.

2. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975, pp. 114-21.

3. The University of Texas at Austin Division of Extension. Personal Adjustments to Work. Austin, Texas: Texas State Department of Education, Industrial Education Division, 1970.

B. Films

1. Secure films from local chapter of the American National Red Cross.

2. "Teaching Driver and Traffic Safety Education," American Automobile Association, McGraw-Hill Book Co., New York.

C. Additional references

1. Local life insurance company

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Assist Patient to Dress

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to correctly aid a patient to dress.

SKILLS	RELATED KNOWLEDGE
1. Assist patient to dress.	1. Procedure for dressing a patient
2. Locate type of clothing.	2. Terminology
3. Provide maximum comfort.	3. Patient's diagnosed condition
4. Provide safety for patient.	4. Body structure
	5. Identification of objective symptoms

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present general information orally.	1. Observe oral presentation.
2. Demonstrate an effective manner to dress a patient.	2. Repeat performance of skills.
3. Review general body structure.	3. Recall and apply terminology.
4. Discuss related terminology.	4. Review anatomical structure chart.
5. Arrange for field trip to local facilities.	5. Prepare written report on field trip.
6. Show film.	
7. Review patient's condition.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 39-40, 76-85.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

B. Films

1. "Helping To Dress and Undress a Patient," Trainex.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Clean Dentures

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to clean dentures.

SKILLS	RELATED KNOWLEDGE
1. Assemble materials.	1. Identification of equipment
2. Assist patient to remove dentures and rinse.	2. Procedure involved in removing dentures
3. Soak dentures in solution of dentifrice.	3. Types of solutions and cleansers
4. Brush dentures.	4. Procedure in brushing teeth
5. Place dentures into clean water.	5. Precautions in handling dentures
6. Store dentures in secure place or return to patient.	6. Oral anatomy

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. List and define materials.	1. Identify materials.
2. Demonstrate procedure in removing dentures.	2. Practice procedure of removing dentures.
3. Explain the types of solutions and dentifrices that could be used.	3. List and define types of solutions and dentifrices.
4. Demonstrate brushing procedure.	4. Practice brushing dentures.
5. Illustrate the importance of safety in handling dentures.	5. Recall the importance of safety in handling dentures.
6. Lecture on the need for privacy of patient.	6. Take notes on the identifications of signs of oral irritations.
7. Review oral anatomy.	
8. Identify signs of oral irritations.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975, p. 98.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 54-57.

3. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 117-121.

4. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 30-33.
(Address of American Health Care Association: 1200 15th St. N.W.,
Washington, D.C. 20005)

5. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 84-86.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Measure and Record Fluid Intake and Output

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to measure and record fluid intake and output accurately.

SKILLS	RELATED KNOWLEDGE
1. Wash hands.	1. Procedure for washing hands
2. Assemble equipment.	2. Interpersonal relations
3. Explain procedure to patient.	3. Use of calibrated equipment
4. Maintain patient's privacy.	4. Normal and abnormal fluid intake and output
5. Measure intake accurately.	5. Procedure for collection and measuring intake and output
6. Collect output and measure accurately.	6. Patient's right to privacy
7. Record intake and output.	
8. Collect and label laboratory specimen, if ordered.	
9. Discard output.	
10. Wash hands.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate handwashing.	1. Practice handwashing.
2. Explain procedure for measuring fluid intake and output.	2. Take notes on class discussion.
3. Demonstrate equipment needed for measuring fluid intake and output.	3. Practice procedure for measuring, using calibrated equipment.
4. Stress importance of patient cooperation to insure accuracy.	4. Role-play to practice gaining patient's cooperation with procedure.
5. Emphasize importance of accuracy in measuring and recording.	5. Identify types of liquid intake and output.
	6. Review patient's right to privacy.

6. Discuss various kinds of liquid for intake.

7. List types of liquid output.

8. Stress importance of providing patient with privacy.

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A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 63-65.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

4. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 139-144.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Assist Patient with Nutritional Needs

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to successfully assist the patient with nutritional needs.

SKILLS	RELATED KNOWLEDGE
1. Prepare patient for feeding.	1. Four basic food groups
2. Make food on tray accessible to patient.	2. Basic institutional diets
3. Assist patient with feeding as needed.	3. Digestive system
4. Observe and report quantity and variety of food eaten.	4. Patient's diagnosis

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Teach four basic food groups.	1. Recall basic four food groups.
2. Identify basic diets.	2. Identify basic diets.
3. Review digestive system.	3. Review digestive system.
4. Discuss diagnoses relevant to nutritional needs.	4. Take notes on diagnoses as related to nutritional needs.
5. Present nutritional terminology.	5. Recall nutritional terminology.
6. Explain preparation of patient for feeding.	6. Describe preparation of patient for feeding.
7. Emphasize importance of meeting patient's nutritional needs.	7. Explain importance of meeting patient's nutritional needs.
8. Discuss importance of accurate observation and reporting of food eaten.	8. Recall steps in identification of patient and corresponding tray.
9. List steps in identification of patient and corresponding tray.	

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A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 72-79.

2. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 19-23.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 130-137.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Assist Patient with Personal Grooming

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist patient with personal grooming.

SKILLS	RELATED KNOWLEDGE
1. Care of patient's mouth 2. Care of patient's hair 3. Shave male face. 4. Apply make-up for female patients.	1. Psychological importance of personal appearance 2. Care and cleaning of mouth and dentures 3. Care of patient's hair 4. Care and use of shaving materials 5. Use of facial cosmetics

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain importance of grooming on patient's attitude, appearance, and well-being. 2. Demonstrate combing, brushing, and arrangement of hair. 3. Describe and demonstrate shaving techniques. 4. Explain and demonstrate use of facial cosmetics.	1. Observe and take notes on the purposes and effects of good grooming. 2. Demonstrate various methods of assisting patient with grooming needs. 3. Students will apply facial cosmetics, and brush and braid hair, using each other for practice.

REFERENCES

A. Books

1. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady, Co., 1969.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Observe General Condition of Patient

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to recognize and describe changes in patient's general condition.

SKILLS	RELATED KNOWLEDGE
1. Detect differences in skin color.	1. Review basic anatomy and physiology.
2. Detect differences in skin tone, texture, and temperature.	2. Difference between objective and subjective evaluations
3. Recognize and detect abnormal signs and symptoms: a. Visual b. Olfactory c. Tactile d. Auditory	3. Normal and abnormal signs and symptoms
	4. Cognizance of importance of accurate reporting of changes in signs and symptoms

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Review basic anatomy and physiology.	1. Recall basic human anatomy and physiology.
2. Teach differences between objective and subjective observations.	2. List methods of evaluating patient's condition.
3. Discuss methods of evaluating patient's condition.	3. Recall definitions of signs and symptoms with examples.
4. List examples of signs to observe in a patient.	4. Differentiate between objective and subjective observations.
5. Teach students to obtain symptoms from patient.	5. Evaluate examples of various common signs and symptoms.
6. Define pertinent terms.	6. Write definitions of terms.
7. Instruct students to report findings to authority.	7. Give examples of findings that should be reported.

REFERENCES

A. Books

1. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 2-10, 2-15.

2. Memmler, Ruth L. and Dena Lin Wood. The Human Body in Health and Disease. 4th ed. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1977.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Assist Patient in Dressing and Undressing

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist patient as needed in dressing or undressing.

SKILLS

1. Collect fresh or clean garment.
2. Explain to the patient what you want him to do as you perform each step.
3. Help or remove clothing or soiled garment.
4. Help patient put on clothing or dress patient.
5. Straighten clothing and bed, if necessary.
6. Discard or care for garments.
7. Make sure patient is comfortable.

RELATED KNOWLEDGE

1. Procedure for dressing a patient
2. Terminology
3. Patient's diagnosed condition
4. Body structure
5. Identify objective symptoms.

TEACHER ACTIVITIES

1. Present general information orally.
2. Demonstrate an effective manner to dress a patient.
3. Review general body structure.
4. Discuss related terminology.
5. Arrange for field trip to local facilities.
6. Show film.
7. Review patient's condition.

STUDENT ACTIVITIES

1. Observe oral presentation.
2. Repeat performance of skills.
3. Recall and apply terminology.
4. Review anatomical structure chart.
5. Prepare written report on field trip.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 39-40, 76-85. (Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

B. Films

1. "Helping To Dress and Undress a Patient," Trainex, P.O. Box 116, Garden Grove, California 92642.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Determine and Record Weight

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to correctly determine and record weights.

SKILLS	RELATED KNOWLEDGE
1. Balance the scales. 2. Place paper towel on scale. 3. Adjust scale. 4. Read scale. 5. Record result.	1. Reading scales 2. Metric system
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Demonstrate use of scales. 2. Review method of recording findings.	1. Weigh each other. 2. Record findings.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 69-70.

2. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 59-69.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Basic Patient Care

TASK: Determine and Record Height

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to correctly determine and record heights.

SKILLS	RELATED KNOWLEDGE
1. Adjust height bar on scale.	1. Measure height.
2. Read measurement.	2. Knowledge of metric system
3. Record measurement.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate use of height bar or other measuring device: tape measure, meter, or yard stick.	1. Measure each other.
2. Review method of recording findings.	2. Read meter and yard sticks.
	3. Record findings.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 69-70.

2. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 59-69.
(Address of American Health Care Association: 1200 15th St. N.W.,
Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Laboratory Procedures

TASK: Measure With Calibrated Equipment

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to measure with calibrated equipment.

SKILLS	RELATED KNOWLEDGE
1. Measure liquid volume.	1. Units of measure a. Liquid b. Linear
2. Measure length.	2. Types of calibrated equipment used
3. Recognize graduations on scale.	3. Methods of reading meniscus
4. Read a meniscus.	4. Abbreviations and prefixes
5. Differentiate and identify types of measuring equipment.	5. Terminology

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define units of measure.	1. Define meniscus.
2. Indicate graduations on scale.	2. Practice reading a meniscus.
3. Demonstrate measuring liquids using various kinds and sizes of glassware.	3. Practice measuring liquids using various types of graduated containers.
4. Define meniscus.	4. Sketch types of graduated glassware indicating different volumes.
5. Demonstrate reading of meniscus.	5. Practice measuring lengths of common articles.
6. Demonstrate measuring length.	6. Take notes on abbreviations and prefixes.
7. Define abbreviations and prefixes used in measuring.	

REFERENCES

A. Books

1. Asperheim, Mary Kaye. Pharmacology for Practical Nurses. 4th ed. Philadelphia, Pennsylvania: W. B. Saunders Co., 1975, pp. 34-39.

2. Linné, Jean J. and Karen M. Ringsrud. Basic Laboratory Techniques for the Medical Laboratory Technician. St. Louis, Missouri: McGraw-Hill Book Company, 1970, pp. 32-37.

3. The University of Texas at Austin Division of Extension. Supervised Study Guide for Medical Laboratory Aide. 4th ed. Austin, Texas: Texas State Department of Education, Industrial Education Division, 1970, pp. 51-58.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Laboratory Procedures

TASK: Operate a Microscope

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to operate a microscope.

SKILLS	RELATED KNOWLEDGE
1. Designate parts of microscope by proper name. 2. Focus objectives by using adjustments. 3. Locate adequate lighting and regulate diaphragm. 4. Adjust slide on stage.	1. Learning parts of microscope 2. Selecting and adjusting proper objective and lighting for best viewing 3. Adjusting slide on stage
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Name microscope parts and demonstrate use. 2. Direct students in practicing skill.	1. Draw picture of microscope and label parts, indicating use. 2. Demonstrate skills by viewing slides.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 77-79.

2. Davidsohn, Israel and John Bernard Henry. Todd-Sanford Clinical Diagnosis by Laboratory Methods. Philadelphia, Pennsylvania: W. B. Saunders Co., 1974.
(May be ordered from J. A. Majors Company, 2137 Butler Street, P.O. Box 35066, Dallas, Texas 77035)

3. Oppenheim, Irwin A. Textbook for Laboratory Assistants. St. Louis, Missouri: C. V. Mosby Co., 1976, p. 30.

4. Preece, Ann. A Manual for Histologic Technicians. 3rd ed. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 4-8.

5. The University of Texas at Austin Division of Extension. Supervised Study Guide for Medical Laboratory Aide. 4th ed. Austin, Texas: Texas State Department of Education, Industrial Education Division, 1970, pp. 90, 91, 94-96.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Laboratory Procedures

TASK: Maintain a Microscope

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to maintain a microscope.

SKILLS	RELATED KNOWLEDGE
1. Designate parts of microscope by proper name. 2. Position hands on microscope for safe transportation. 3. Cleanse lenses, ocular, and stage.	1. Parts of microscope 2. Transporting microscope 3. Cleaning lenses, ocular, and stage 4. Storing microscope

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate correct method of transporting microscope. 2. Present method of cleaning microscope, including lenses, ocular, and stage. 3. Demonstrate correct method of preparing microscope for storage.	1. Exhibit correct method of transporting microscope. 2. Practice correct method of cleaning microscope, including lenses, ocular, and stage. 3. Prepare microscope for storage.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 77-79.

2. Davidsohn, Israel and John Bernard Henry. Todd-Sanford Clinical Diagnosis by Laboratory Methods. Philadelphia, Pennsylvania: W. B. Saunders Co., 1974.
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INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Laboratory Procedures

TASK: Prepare Solutions

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to identify reagents and follow procedures in preparing solutions.

SKILLS	RELATED KNOWLEDGE
1. Assemble reagents.	1. Basic mathematics
2. Measure reagents. a. Balance b. Calibrated glassware	2. Metric conversion 3. Safety in the use of chemicals
3. Use pipette.	4. Mechanics of the use of pipettes
4. Dilute solutions.	5. Use of balance
5. Mix: a. Mortar and pestle b. Stirring c. Shaking	6. Use of calibrated glassware 7. Specific terminology 8. Dilution of solutions
6. Label.	
7. Transfer material.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define: a. Solvent b. Solute c. Reagents	1. Write the definitions. 2. Listen and take notes on the grades of chemicals.
2. List and explain the grades of chemicals.	3. Practice procedure for transferring material, use of balance, and use of calibrated glassware.
3. Discuss procedure in transferring materials.	4. Practice basic mathematics problems and metric conversion.
4. Demonstrate use of: a. Balance b. Calibrated glassware	5. Explain the types of solutions.
5. Review basic mathematics.	6. Illustrate the use of pipette as instructed by teacher.

6. List and define types of solutions:
    - a. Saturated
    - b. Supersaturated
    - c. Percentage solution

7. Demonstrate mixing of:
    - a. Mortar and pestle
    - b. Stirring
    - c. Shaking

8. Illustrate the use of pipettes.

9. Discuss safety in the use of chemicals.

10. Dilute a solution.

11. Review metric conversion.

12. Present specific terminology.

7. Prepare a poster related to laboratory safety.

8. Complete experiment in dilutions.

9. Recall in writing the specific terminology.

REFERENCES

A. Books

1. Asperheim, Mary Kaye. Pharmacology for Practical Nurses. 4th ed. Philadelphia, Pennsylvania: W. B. Saunders Co., 1975, pp. 47-53.

2. Davidsohn, Israel and John Bernard Henry. Todd-Sanford Clinical Diagnosis by Laboratory Methods. Philadelphia, Pennsylvania: W. B. Saunders Co., 1974, pp. 532-40.
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3. Hart, Laura K. The Arithmetic of Dosages and Solutions. 4th ed. St. Louis, Missouri: C. V. Mosby Co., 1977, pp. 19-29.

4. Linné, Jean J. and Karen M. Ringsrud. Basic Laboratory Techniques for the Medical Laboratory Technician. St. Louis, Missouri: McGraw-Hill Book Company, 1970, pp. 13-27.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Receive, Transfer, and Discharge Patient

TASK: Receive Patient on Arrival

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to receive a patient on arrival.

SKILLS	RELATED KNOWLEDGE
1. Greet the patient.	1. Knowing etiquette
2. Identify patient by proper name.	2. Recognizing patient's signs and symptoms
3. Observe behavior.	3. Communicating with patient
4. Assist patient.	4. Observing various behavioral characteristics of patient on arrival
5. Make patient comfortable.	5. Identifying special procedure to be done for patient
6. Ask and answer questions.	
7. Listen to patient.	
8. Obtain medical data.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present a simulated situation around greeting a patient.	1. Participate in role-playing.
2. List and explain etiquette involved.	2. Outline notes on etiquette.
3. Discuss human behavioral characteristics.	3. Lead group discussion on human behavior.
4. Identify methods for observing signs and symptoms.	4. Differentiate between signs and symptoms.
5. Instruct student to role-play.	5. Define communication terms.
	6. Write and conduct a script for a role-playing situation.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, p. 283.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 11-1, 11-2.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 25-40.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Receive, Transfer, and Discharge Patient

TASK: Assist Patient in Admission to the Hospital

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly assist a patient in admission to the hospital.

SKILLS	RELATED KNOWLEDGE
1. Prepare room for patient's arrival.	1. Facilities and equipment
2. Greet patient and introduce yourself.	2. Interpersonal relationships
3. Show the patient to his room.	3. Procedure involved in reporting valuables
4. Orient patient to the unit.	4. Identify objective and subjective symptoms
5. Make a list of patient's valuables.	5. Reporting information
6. Obtain personal data.	6. Related terminology
7. Assist patient to unpack.	
8. Report data and list of valuables to authorities.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Review interpersonal relationships and etiquette.	1. Listen and take notes on review of interpersonal relationship and etiquette.
2. Explain multi-arrangement of hospital rooms.	2. Observe explanation of hospital room arrangements.
3. Demonstrate procedure in securing valuables.	3. Practice procedures involved in securing valuables.
4. Define related terminology.	4. Explain related terminology.
5. Review methods of obtaining personal data.	5. List methods for obtaining personal data.
6. List steps for aiding a patient unpack personal possessions.	6. Role-play aiding a patient unpack personal possessions.

7. Review procedure for reporting data and valuables.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 69-70.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 131-41.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, p. 53.
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4. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 243-46.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Receive, Transfer, and Discharge Patient

TASK: Assist With Discharge of Patient

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to correctly assist with discharge of patient.

SKILLS	RELATED KNOWLEDGE
1. Check for discharge order.	1. Body mechanics
2. Obtain valuables.	2. Safety principles
3. Check for special instructions.	3. Application of dressings and bandages.
4. Check dressings and bandages.	4. Discharge procedures
5. Assist patient to pack and dress.	5. Proper equipment needed
6. Verify final business office clearance.	6. Dressing the patient
7. Obtain necessary equipment for transporting patient.	7. Aiding the patient to pack belongings
8. Assist patient and belongings to discharge area.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss discharge address.	1. Listen to discussion and take notes.
2. List specific equipment needed.	2. List special equipment needed.
3. Review dressing and bandaging wounds.	3. Practice dressing and bandaging wounds with classmates.
4. Demonstrate procedure in aiding a patient to pack.	4. Practice packing a patient's belongings with classmates.
5. Review method of dressing patient.	5. Dress and undress model.
6. Review safety for transporting patient.	6. Review safety for transporting patients.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 70-71.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 428-33.

3. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 246-48.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Vital Signs

TASK: Take and Record Temperature

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to take and record temperature and interpret results.

SKILLS

1. Place patient in appropriate position.
2. Secure correct thermometer and rinse.
3. Secure timing device and recording materials.
4. Shake mercury down below 96° F.
5. Place thermometer in body cavity.
6. Leave in place for designated period of time.
7. Remove and clean thermometer.
8. Read the thermometer.
9. Record temperature.
10. Rinse and return thermometer to proper place.

RELATED KNOWLEDGE

1. Selection of thermometer:
   a. Oral
   b. Rectal
2. Reading thermometer
3. Methods for taking a temperature:
   a. Orally
   b. Rectally
   c. Axillary
4. Proper time interval
5. Normal and abnormal temperatures

TEACHER ACTIVITIES

1. Discuss body heat.
2. Present and display thermometers.
3. Demonstrate and discuss procedure.
   a. Emphasize patient preparation.
   b. Emphasize precautions in use of thermometers.
4. Direct students in practicing skills.

STUDENT ACTIVITIES

1. Take notes on demonstration and discussion.
2. Practice taking and recording temperatures of self and others.
3. Draw types of thermometers, indicating various temperature readings.

5. Diagram thermometer on chalkboard to explain calibrations.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 162-190.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

B. Films

1. "Temperature, Pulse, and Respiration #105," Trainex, P.O. Box 116, Garden Grove, California 92642.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Vital Signs

TASK: Take and Record Pulse Rate

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to locate, count, evaluate, and record pulse rate.

SKILLS	RELATED KNOWLEDGE
1. Obtain timepiece with second hand and materials for recording.	1. Definition of pulse 2. Rate, rhythm, and volume of pulse
2. Locate pulse points: a. Radial b. Carotid c. Apical	3. Learning to time pulse rate using 15 seconds, 30 seconds, and 60 seconds
3. Count pulse rate.	4. Normal ranges
4. Record pulse rate.	5. Identification of pulse points

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate pulse points.	1. Take notes on demonstration and discussion.
2. Demonstrate counting pulse rate and recording.	2. Locate pulse points.
3. Direct students in locating pulse and counting rate.	3. Count pulse on self and others.
4. Indicate normal ranges of pulse rates.	4. Count 15-second and 30-second pulse rates and convert to beats per minutes.
5. Describe rate, rhythm, and volume.	5. Record results.
6. Discuss factors affecting pulse rate.	6. Count pulse rate before and after exercise.
	7. Record results.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 162-190.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

B. Films

1. "Temperature, Pulse and Respiration #105," Trainex, P.O. Box 116, Garden Grove, California 92642.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Vital Signs

TASK: Take and Record Rate of Respiration

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to observe, count, evaluate, and record respiration rate.

SKILLS	RELATED KNOWLEDGE
1. Make patient comfortable, positioning arm.	1. Terminology
2. Secure timing device with second hand and recording materials.	2. Becoming aware of rate and rhythm
3. Count respiration rate by: a. Observing rise and fall of chest b. Placing hand on chest	3. Normal rates
4. Observe irregularities of respiration.	4. Timing rates a. 30 seconds b. 60 seconds
5. Record data.	5. Review conditions affecting respiration

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss respiration a. Process b. Function	1. Take notes from discussion.
2. Demonstrate procedure for counting respiration. a. Describe voluntary control of respiration. b. Emphasize need for counting respiration in conjunction with pulse, without patient's awareness.	2. Practice procedures for counting respiration rates.
3. Present normal and abnormal rates.	3. Learn normal and abnormal rates.
4. Describe conditions affecting rate.	4. Identify factors affecting respiration rates.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 162-90.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

B. Films

1. "Temperature, Pulse and Respiration #105," Trainex, P.O. Box 116, Garden Grove, California 92642.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Vital Signs

TASK: Take and Record Blood Pressure

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to take, evaluate, and record blood pressure.

SKILLS	RELATED KNOWLEDGE
1. Secure stethoscope, sphygmomanometer, and recording materials. 2. Place patient in comfortable position and explain procedure. 3. Extend arm. 4. Place sphygmomanometer cuff on patient's arm. 5. Locate brachial artery by palpation. 6. Position stethoscope on arm. 7. Operate sphygmomanometer. 8. Read gauge for systolic and diastolic pressures. 9. Release pressure and remove cuff from arm. 10. Record systolic and diastolic pressures. 11. Return equipment to proper place.	1. Terminology 2. Use of sphygmomanometer and stethoscope 3. Types of blood pressure equipment 4. Normal range of blood pressure 5. Location of arteries used in blood pressure determination 6. Definition of systolic and diastolic pressure 7. Factors affecting blood pressure 8. Implications of high and low blood pressure 9. Recording procedure

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate use of stethoscope and sphygmomanometer. 2. Discuss procedures for taking blood pressure. 3. Display types of sphygmomanometers.	1. Take notes from discussion. 2. Practice use of blood pressure equipment. 3. Demonstrate competency in determining pressure readings.

4. Explain gauge readings.	4. Record blood pressures correctly.
5. Explain normal and abnormal ranges of blood pressure.	5. Compare readings while student is lying down, sitting in chair, and running in place.
6. Teach recording procedure.	6. Prepare report about blood pressure in diagnosis.
7. Present factors which affect blood pressure.	7. Study effect of drugs on blood pressure.
8. Discuss the effect of drugs on blood pressure.	8. List and define terms pertinent to blood pressure.
9. Show film and filmstrips.	9. Recognize normal blood pressure range.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby, Co., 1973, pp. 162-190.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

B. Films

1. "Blood Pressure" (BN-101), Trainex, P.O. Box 116, Garden Grove, California 92642.

2. "High Blood Pressure" (EM 172), Texas Heart Association, P.O. Box 25041, Houston, Texas 77005.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Accompany Patient to Other Departments

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to accompany patient to other departments.

SKILLS	RELATED KNOWLEDGE
1. Greet patient and explain transfer to specialized department. 2. Obtain vehicle, if needed: a. Wheelchair b. Stretcher 3. Assist patient into robe and slippers or cover. 4. Obtain patient's record, if needed. 5. Push patient feet first or assist in walking, if necessary. 6. Notify personnel at destination. 7. Report completion of transfer and return chart and vehicle.	1. Transfer procedure 2. Type of vehicle to be used 3. Condition of patient 4. Body mechanics 5. Safety precautions 6. Interdepartmental relationships 7. Interpersonal relationships

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss methods of greeting patient. 2. Define types of vehicles and their use. 3. Simulate situations regarding patient privacy. 4. Demonstrate or illustrate proper ways of transporting patients. 5. Explain importance of communication. 6. Review safety precautions and body mechanics.	1. Take notes on discussion and presentations. 2. Practice use of transportation vehicles. 3. Describe safety precautions and practice of correct body mechanics. 4. Discuss ethical behavior. 5. Role-play patient transportation with classmates.

REFERENCES

A. Books

1. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 91-110.

2. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, p. 285.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Assist Patient to Use Crutches

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to aid a patient in the use of crutches.

SKILLS	RELATED KNOWLEDGE
1. Identify patient's disability.	1. Identify types of disability
2. Move patient to a standing position.	2. Technique of crutch walking
3. Place crutches under arms.	3. Types of crutches
4. Position crutches by placing weight on palms.	4. Body mechanics
5. Support patient in carrying out specific walking gait.	5. Anatomical structure affected
6. Stress equal timing without a pause between steps.	6. Gaits
7. Watch gait and correct mistakes.	7. Psychological effect of need for crutches
8. Carry out designated goal for each day.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Manipulate and demonstrate the proper use of crutches in the following situations: a. Walking up and down stairs b. Walking on flat area c. Sitting down d. Rising from a chair e. Getting in and out of auto	1. Listen and take notes on demonstration.
2. List and identify the types of crutches.	2. Practice helping a patient walk on crutches.
3. Discuss axillary support.	3. Name and identify types of crutches.
4. Review human anatomy.	4. Define axillary support.
	5. Investigate psychological effects of disabilities.

5. Explain types of gaits.

6. Assign investigation of psychological effects of disabilities.

REFERENCES

A. Books

1. Grimes, L. A., ed. Supervised Study Guide for Physical Therapy Aide. Austin, Texas: Instructional Materials Services, Division of Extension, The University of Texas at Austin, 1971.

2. Story, Donna K. Principles and Practices of Nursing Care. Dallas, Texas: McGraw-Hill Book Company, 1976, p. 220.

3. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 454-58.

B. Films

1. "Orientation to the Use of Crutches," Texas Department of Health Resources.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Assist Patient To Stand

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to perform properly the skills involved in assisting the patient to stand.

SKILLS

1. Position body (assistant's).
2. Provide proper support for patient.
3. Help the patient sit up.
4. Provide maximum comfort for patient.
5. Allow patient to sit.
6. Provide safety for patient.
7. Support patient on attendant.
8. Balance patient in upright position.

RELATED KNOWLEDGE

1. Procedure for assisting a patient to stand
2. Terminology
3. Body structure
4. Identification of objective symptoms

TEACHER ACTIVITIES

1. Present general information orally.
2. Demonstrate an effective manner to assist the patient to stand.
3. Review general body structure.
4. Discuss related terminology.
5. Review patient's condition involving skills.
6. Assign role-playing activity.

STUDENT ACTIVITIES

1. Observe oral presentation.
2. Recall and apply terminology.
3. Review anatomical chart.
4. Practice assisting a patient to stand up.
5. Participate in a role-playing activity.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975.

2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 39-40, 76-85.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Assist Patient in Walking

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist the patient to walk.

SKILLS	RELATED KNOWLEDGE
1. Assist patient to walk. 2. Provide support for patient.	1. Procedure for assisting a patient to walk

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present general information orally.	1. Observe oral presentation and demonstration.
2. Demonstrate how to assist a patient to walk.	2. Repeat performance of skills.
3. Review general body structure.	3. Recall and apply terminology.
4. Discuss related terminology.	4. Prepare written report on field trip.
5. Arrange for field trip to local hospital or nursing home.	5. Discuss informational material.
6. Show filmstrip.	
7. Review patient's conditions involving needing assistance with walking.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975.
2. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.
3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 39-40, 76-85. (Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Transfer Patient to and from Wheelchair

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly transfer a patient to and from a wheelchair.

SKILLS	RELATED KNOWLEDGE
1. Tell the patient what you are going to do. 2. Place chair in position with back near foot of bed. 3. Adjust leg and foot rests of chair. 4. Set brakes on bed and chair. 5. Lower bed. 6. Adjust blanket and pillow on chair. 7. Assist patient into robe and slippers. 8. Raise patient to sitting position. 9. Move patient to edge of bed. 10. Support patient's shoulders; assist to stand; turn; and sit in chair.	1. Etiquette and patient relations 2. Mechanics of beds and wheelchairs 3. Safety precautions 4. Body mechanics

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present and demonstrate procedure. 2. Review safety precautions. 3. Make assignments on body mechanics.	1. Take notes on presentation and demonstration. 2. Role-play. 3. Complete assignment on body mechanics.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 38-43.

2. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 105-108.

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 73-74, 112.

4. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 285-287, 289.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Transfer Patient On and Off a Bed

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to properly get a patient on and off a bed.

SKILLS	RELATED KNOWLEDGE
1. Explain procedure to patient.	1. Etiquette and patient relations
2. Adjust head and foot of bed to level position.	2. Body mechanics
3. Lock wheels of bed.	3. Patient's diagnosis
4. Adjust patient's position toward edge of bed.	4. Safety precautions
5. Grasp patient under shoulders and instruct patient to grasp your shoulders.	5. Procedure involved in getting patient on and off a bed
6. With knees flexed, lift patient to sitting position.	
7. Put proper footwear on patient.	
8. Assist patient to standing position.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present and explain procedure for getting patient on and off a bed.	1. Take notes on discussion and demonstration.
2. Demonstrate proper procedure.	2. Role-play procedure.
3. Explain safety precautions.	3. Complete assignment on body mechanics.
4. Make assignment on body mechanics.	

REFERENCES

A. Books

1. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Lift, Move, and Transport Patient

TASK: Transfer Patient to and from Stretcher

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to transfer the patient to and from a stretcher.

SKILLS	RELATED KNOWLEDGE
1. Greet patient.	1. Etiquette
2. Tell patient what you are going to do.	2. Body mechanics
3. Prepare patient for transport.	3. Patient condition
4. Secure and lock stretcher.	4. Terminology
5. Position body against stretcher to prevent movement of stretcher.	5. Safety
6. Move patient on to stretcher--assist, if needed.	6. Procedure involved in transferring patient
7. Make patient comfortable.	
8. Raise and lock side rails and fasten safety belts.	
9. Push stretcher--employee at patient's head.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain transferring of patient.	1. Compile notes on transferring procedure.
2. Demonstrate procedure for transferring patient to and from stretcher.	2. Perform manual practice of transfer procedure.
3. Discuss terminology as related to patient's condition.	3. Role-play procedure.
4. Review safety precautions.	4. Draw figures showing good body mechanics.
5. Assign illustrations of good body mechanics to be drawn.	

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 38-43.

2. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 105-108.

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 73-74, 112.

4. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 285-287, 289.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Dental Procedures

TASK: Charting Teeth

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to chart teeth accurately.

SKILLS	RELATED KNOWLEDGE
1. Identify teeth by name, number, and location. 2. Record information on patient's record. 3. Classify cavities. 4. Identify tooth surfaces by name and abbreviation.	1. Oral anatomy 2. Methods of charting: A, B, C, or D 3. Purposes of charting 4. Dental terminology 5. Tooth surfaces 6. Cavity classification

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present oral anatomy. 2. Illustrate charting methods. 3. Classify cavities. 4. Discuss and list names and abbreviations of all tooth surfaces. 5. Illustrate and name tooth surfaces.	1. List and memorize names, location, and numbers of all primary and deciduous teeth. 2. Practice charting methods. 3. Classify cavities. 4. Name and identify tooth surfaces.

REFERENCES

A. Books

1. Anderson, Pauline C. The Dental Assistant. 3rd ed. Albany, New York: Delmar Publishers, 1974, pp. 195-197.
2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 283-290.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Dental Procedures

TASK: Brush Teeth

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to brush teeth properly.

SKILLS

1. Select proper toothbrush.
2. Provide cleansing agent.
3. Brush the teeth using standard method.
4. Rinse mouth.
5. Clean and store equipment.

RELATED KNOWLEDGE

1. Oral anatomy
2. Types of toothbrushes
   a. Hardness
   b. Shape
   c. Electric
3. Cleansing agents
4. Methods of brushing
5. Rinsing
6. Care of equipment
7. Effect of fluoride in controlling dental cavities

TEACHER ACTIVITIES

1. Review oral anatomy using chart.
2. Review oral hygiene.
3. Present types of toothbrushes.
4. Demonstrate brushing technique using model.
5. Describe use of disclosing tablets.
6. Mention various cleansing agents.
7. Discuss dental plaque.
8. Discuss flouridation.

STUDENT ACTIVITIES

1. Take notes on brushing teeth.
2. Observe brush types.
3. Observe oral anatomy using charts.
4. Practice methods of brushing.
5. Practice using disclosing tablets.
6. Define dental plaque.
7. Write report on fluoridation.
8. View film.

9. Show film.	9. Respond to resource person.
10. Secure resource person.	

REFERENCES

A. Books

1. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 67-69.

2. Richardson, R. E. and R. E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Company, 1970, pp. 369-373.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 353-361.

B. Films

1. "Flossing and Brushing" (#541), Texas Department of Health Resources, Division of Public Health Education, Film Library, 410 E. 5th St., Austin, Texas 78701.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Dental Procedures

TASK: Floss Teeth

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to floss teeth.

SKILLS	RELATED KNOWLEDGE
1. Secure floss.	1. Oral anatomy and terminology
2. Hold floss correctly.	2. Types of floss
3. Floss individual teeth in sequence.	3. How to hold floss
	4. Sequence of flossing

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Review oral anatomy.	1. Take notes on flossing.
2. Review oral hygiene.	2. Define flossing.
3. Present types of floss.	3. Practice holding and flossing correctly.
4. Demonstrate holding floss.	4. Demonstrate proficiency in flossing.
5. Note sequence of flossing.	5. Recognize water pik.
6. Describe water pik.	6. Give a report on dental prophylaxis.
7. Stress importance of dental prophylaxis.	7. View film.
8. Review film.	8. Respond to resource person.
9. Secure resource person to present demonstration.	

REFERENCES

A. Books

1. Richardson, R. E. and R. E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Company, 1970, pp. 369-373.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 353-361.

B. Films

1. "Flossing and Brushing" (#541), Texas Department of Health Resources, Division of Public Health Education, Film Library, 410 E. 5th St., Austin, Texas 78701.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Dental Procedures

TASK: Assist in Prevention of Dental Caries

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist in prevention of dental caries.

SKILLS	RELATED KNOWLEDGE
1. Instruct patient in oral hygiene, including brushing.	1. Cause of dental caries
2. Instruct patient in relation of nutrition to dental caries.	2. Nutrition
3. Assist in removal of plaque and calculus.	3. Preventive dentistry
4. Assist in application of topical fluoride.	4. Discretion in discussing commercial dental products with patients
5. Instruct patient in importance of dental prophylaxis.	5. Oral anatomy
6. Instruct in types of prophylatic agents.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Review basic dental nutrition.	1. Take notes on oral anatomy and physiology.
2. Present oral anatomy and physiology.	2. List and define dental terms.
3. Discuss microbiology.	3. Practice brushing and flossing techniques.
4. List prophylactic measures.	4. Review microbiology and nutrition.
5. Define dental terms.	5. Write a report on fluoridation.
6. Demonstrate brushing and flossing techniques.	

REFERENCES

A. Books

1. Anderson, C. L. Health Principles and Practice. 6th ed. St. Louis, Missouri: C. V. Mosby Co., 1970, pp. 264-273.

2. Richardson, R. E. and R. E. Barton. The Dental Assistant. 4th ed. St. Louis, Missouri: McGraw-Hill Book Company, 1970, pp. 138-140, 60, 115, 164, 431, 458.

3. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 334-343.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist the Specialist

TASK: Assist with Procedures for Children

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist with procedures for children.

SKILLS	RELATED KNOWLEDGE
1. Greet patient.	1. Child growth and development
2. Regulate behavior and actions.	2. Behavior of children
3. Restrain physically when needed.	3. Interpersonal behavior
4. Provide materials to occupy time.	4. Methods of physical restraint for children
5. Determine procedure to be performed.	5. Types of supplies and equipment needed
6. Provide necessary supplies and equipment.	6. Legal responsibilities regarding minors
7. Assist doctor with procedures, anticipating needs.	
8. Reassure patient, if necessary.	
9. Dismiss patient.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss interpersonal relationships.	1. Review interpersonal relationships.
2. Stress positive approach to elicit constructive behavior from children.	2. List characteristics of specific age groups.
3. List characteristics of specific age groups.	3. Role-play situations involving children.
4. Describe methods of restraint.	4. Role-play situations for assisting doctor, anticipating needs.
5. Illustrate methods for offering assistance, anticipating doctor's needs.	5. List and discuss laws relating to minors.

6. Review medical law relating to minors.

7. Mention methods of occupying children.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 261-271.

2. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., pp. 25-42.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist the Specialist

TASK: Seat and Prepare Patient for Procedure

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to seat a patient properly.

SKILLS	RELATED KNOWLEDGE
1. Welcome patient.	1. Patient communications
2. Communicate with patient.	2. Mechanics of adjusting the chair
3. Position chair to receive patient.	3. Body mechanics
4. Escort patient to operatory.	4. Preparing operatory or treatment room
5. Seat the patient.	5. Obtaining patient's medical record
6. Prepare patient to receive treatment.	6. Selecting instruments and supplies
7. Obtain the chart.	7. Safety measures
8. Select needed instruments.	8. Patient's comforts and needs
	9. Terminology

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate methods involved in welcoming a patient.	1. Practice with classmates on greeting and seating a patient.
2. Lead a discussion on communication.	2. Participate in discussion and role-play.
3. Position chair and greet patient.	3. Define terminology.
4. Review filing methods.	4. Obtain patient's record.
5. List and define terminology involved.	5. Participate in the field trip.
6. Visit local facilities.	6. Lead a class discussion on safety measures.
7. Describe safety measures.	

REFERENCES

A. Books

1. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975, p. 28.

2. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 74-92, 235-250.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist the Specialist

TASK: Assist Doctor with Change of Dressings

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to assist the doctor with the changing of patient's dressings.

SKILLS	RELATED KNOWLEDGE
1. Wash hands. 2. Prepare patient for change of dressings. 3. Obtain necessary supplies and equipment. 4. Prepare non-sterile supplies and equipment: a. Scissors b. Adhesive tape c. Waste container 5. Prepare sterile supplies and equipment: a. Dressing pack b. Gloves c. Forceps 6. Assist doctor as needed with dressing change.	1. Aseptic techniques 2. Use of dressings and supplies 3. Proper removal and disposal of dressings 4. Patient's diagnosis 5. Techniques in assisting
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Review hand washing. 2. Review aseptic techniques. 3. Demonstrate preparation of supplies and equipment. 4. Demonstrate proper disposal of used supplies.	1. Demonstrate hand-washing techniques. 2. Demonstrate proper aseptic techniques. 3. Demonstrate proper handling and disposal.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 173-189.

2. Rapier, Dorothy K. and others. Practical Nursing. 4th ed. St. Louis, Missouri: C. V. Mosby Co., 1970, pp. 169-174.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist the Specialist

TASK: Assist Doctor During Minor Surgical Procedures

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to competently assist the doctor with minor surgical procedures.

SKILLS	RELATED KNOWLEDGE
1. Assist doctor with administration of local anesthetics.	1. Purpose and use of local anesthetics
	2. Review of nervous system
2. Practice aseptic techniques.	3. Aseptic techniques
3. Obtain and open sterile instrument pack.	4. Type of surgery being performed
4. Assist doctor with putting on sterile gloves.	5. Identification of instruments
	6. Gloving methods
5. Assist doctor with biopsy on specimen collection.	7. Specimen and biopsy collection
6. Apply necessary dressings.	8. Application of dressings
7. Assist patient to leave.	9. Proper care and disposal of used instruments and material
8. Dispose of wastes.	10. Psychology of patient care
9. Clean and care for used instruments and equipment.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain purpose and effect of local anesthetics.	1. Take notes on teacher's explanations and demonstrations.
2. Review nervous system.	2. Complete assignments on review of nervous system and asepsis.
3. Review surgical asepsis.	3. Practice use of gloves.
4. Demonstrate techniques of opening sterile packs.	4. Practice use of specimen collection equipment.
5. Demonstrate and explain use of sterile gloves.	

6. Describe methods of collecting specimens. 7. Discuss proper handling and dismissal of patients. 8. Demonstrate proper treatment and dismissal of patients.	5. Complete assignment on proper techniques in the treatment and handling of patients.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958.

2. Rapier, Dorothy K. and others. Practical Nursing. 4th ed. St. Louis, Missouri: C. V. Mosby Co., 1970, pp. 262-270.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist With Diagnostic Procedure

TASK: Collect Specimens

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to collect specimens in the proper manner.

SKILLS	RELATED KNOWLEDGE
1. Wash hands.	1. Identification of proper equipment
2. Assemble equipment.	2. Etiquette
3. Greet patient and explain procedure.	3. Laboratory procedures for collecting specimen
4. Put specimen into container.	4. Technique of washing hands
5. Cover container.	5. Technique of labeling
6. Wash hands again.	6. Safety and asepsis
7. Label container.	7. Use of preservatives or anti-coagulants
8. Transport to laboratory.	
9. Record, if necessary.	
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Illustrate proper techniques in assembling equipment.	1. Listen and take notes.
2. Assign lesson in etiquette.	2. Discuss etiquette.
3. Arrange for field trip to local laboratory facilities.	3. Participate in field trip.
4. Demonstrate how to label specimens.	4. Practice labeling and handling of specimens.
5. Review safety rules regarding handling of specimens.	5. Make a list of safety rules.
6. Define and explain contamination.	6. Define contamination.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 63-68.

2. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 69-78.

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 145-48.

4. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, p. 423.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist With Diagnostic Procedures

TASK: Position and Drape Patients for Medical Examination

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to recognize standard positions and drape for physical examinations or treatment.

SKILLS	RELATED KNOWLEDGE
1. Drape patient for positions. 2. Describe proper position for a particular examination or treatment.	1. Names of standard positions 2. Body alignment 3. Standard positions 4. Uses of positions 5. Terminology

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate body alignment for standard positions as named. 2. Indicate draping for positions. 3. Direct students in positioning and draping.	1. Take notes from discussion. 2. Draw and label standard positions and draping. 3. Position and drape mannequin.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 63-65.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 142-47.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist With Diagnostic Procedures

TASK: Collect and Screen Test Urine Specimen and Record Results

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to secure a urine specimen, label it, test, and record results.

SKILLS	RELATED KNOWLEDGE
1. Collect and label specimen.	1. Learning proper methods for collecting urine
2. Observe appearance of specimen.	2. Labeling specimen a. Patient's name b. Other information
3. Test urine. a. Sugar b. Albumin c. Acetone	3. Observing appearance of specimen
	4. Checking color comparison against color chart for Testape, Dipstix, and Clinitest
	5. Recording results
	6. Relating testing to diseases

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate and discuss procedures.	1. Take notes from discussion.
2. Direct students in practicing skills.	2. Practice skills.
	3. Record results.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 84-86.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 181-182.

3. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 198-205.

4. Davidsohn, Israel and John Bernard Henry. Todd-Sanford Clinical Diagnosis by Laboratory Methods. Philadelphia, Pennsylvania: W. B. Saunders Co., 1974.
   (May be ordered from J. A. Majors Company, 2137 Butler Street, P.O. Box 35066, Dallas, Texas 77035)

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Assist With Diagnostic Procedures

TASK: Collect Stool Specimen

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to collect a stool specimen for laboratory examination.

SKILLS	RELATED KNOWLEDGE
1. Assemble equipment. 2. Label container. a. Name b. Date and time of collection c. Test requested 3. Place stool specimen into container, using tongue blades. 4. Wash hands. 5. Clean and replace equipment. 6. Transport specimen to lab promptly.	1. Procedure involved in collecting specimen 2. Microbiology 3. Parasitology 4. Chemical analysis of stool 5. Labeling procedure 6. Asepsis a. Handwashing b. Equipment 7. Disposition of specimen

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Demonstrate procedure for collecting stool specimen. 2. Display collection equipment. 3. List information needed on label. 4. Stress importance of asepsis. 5. Define pertinent terms. 6. Describe disposition of specimen. 7. Show film on bacteriology. 8. List difficulties in obtaining specimen.	1. Take notes on procedure. 2. List types of examinations done on stools. 3. List and define pertinent terms. 4. Practice labeling. 5. Practice handwashing. 6. List precautions in collecting stool specimen. 7. View film.

REFERENCES

A. Books

1. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 201-208.

2. Davidsohn, Israel and John Bernard Henry. Todd-Sanford Clinical Diagnosis by Laboratory Methods. Philadelphia, Pennsylvania: W. B. Saunders Co., 1974, pp. 781-793.
(May be ordered from J. A. Majors Company, 2137 Butler Street, P.O. Box 35066, Dallas, Texas 77035)

3. Hornemann, Grace V. Basic Nursing Procedures. Albany, New York: Delmar Publishers, 1966, pp. 73-75.

4. The University of Texas at Austin Division of Extension. Supervised Study Guide for Medical Laboratory Aide. 4th ed. Austin, Texas: Texas State Department of Education, Industrial Education Division, 1970, p. 131.

B. Films

1. "Bacteria" (No. 342), Texas Department of Health Resources.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Administer Oxygen

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to administer oxygen to a patient.

SKILLS

The following are to be done in simulation or in local facility on field trip:

1. Set up oxygen tank and "crack."
2. Set up oxygen tent.
3. Insert nasal catheter.
4. Apply oxygen mask.
5. Turn on oxygen tank.
6. Shut off oxygen tank.
7. Insert cannula.

RELATED KNOWLEDGE

1. Respiratory system
2. Properties of oxygen
3. Uses of oxygen
4. Methods of administration of oxygen
5. Safety in use of oxygen
6. Types of oxygen-administering equipment

TEACHER ACTIVITIES

1. Teach properties of and need for oxygen.
2. Teach safety precautions in use of oxygen.
3. Explain methods of administering oxygen.
4. Show illustrations of types of oxygen-administering equipment.
5. Simulate use of oxygen by various means.
6. Arrange field trip to local facility to practice use of oxygen equipment.

STUDENT ACTIVITIES

1. Take notes on properties and need for oxygen.
2. Identify illustrations of types of oxygen-administering equipment.
3. Recall safety precautions in use of oxygen.
4. Practice use of oxygen-administering equipment in classroom by simulation or in local facility on a field trip.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 156-163.

2. Grenard, Steve and others. Introduction to Respiratory Therapy. 2nd ed. Sarasota, Florida: Glenn Educational Medical Services, Inc., 1971.

3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 193-197.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Apply and Remove Elastic Bandage

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to apply and remove an elastic bandage effectively.

SKILLS	RELATED KNOWLEDGE
1. Explain to the patient what you are going to do.	1. Circulation to extremity
2. Position the patient.	2. Types of bone and joint disorders
3. Elevate the limb.	3. Safety measures involved in applying an elastic bandage
4. Apply the bandage with spiral overlapping layers.	4. Body alignment
5. Observe for swelling and decreased circulation.	5. Objective signs and symptoms
6. Remove the bandage as ordered.	6. Techniques of applying elastic bandage
7. Clean, reroll, and store bandage as necessary.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Present facts involved with applying a bandage.	1. List factors involved in application of bandage.
2. Review circulation to extremity.	2. Label diagram of circulation to an extremity.
3. Review safety measures.	3. Identify safety measures.
4. Demonstrate application of elastic bandages.	4. Participate in role-playing of applying a bandage.
5. Discuss body alignment.	5. Practice body alignment.
6. Describe objective signs and symptoms.	6. Interpret objective signs and symptoms.
7. Explain psychological effects on patient.	

REFERENCES

A. Books

1. American National Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday, 1973, pp. 180-181.

2. Rapier, Dorothy K. and others. Practical Nursing. 4th ed. St. Louis, Missouri: C. V. Mosby Co., 1970, p. 172.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 67-68.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

4. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 177-179.

B. Films

1. "Circulation of the Blood," Texas Heart Association.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Assist with Postural Drainage

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to instruct and aid the patient in performing postural drainage.

SKILLS	RELATED KNOWLEDGE
1. Explain postural drainage to patient.	1. Human anatomy
2. Instruct patient to lie face down across the bed.	2. Body mechanics
3. Assist patient to slide forward; bringing head and chest off of the bed.	3. Techniques involved in postural drainage
4. Instruct patient to raise arms over head and place them on a low stool to support body.	4. Types of lung disorders
5. Assist patient to move forward supporting body with arms until chest is free of the bed.	5. Mechanics of artificial respiration
6. Put the emesis basin near the patient's mouth.	6. Terminology
7. Instruct patient to cough and breathe deeply.	
8. Aid the patient to maintain a head-down position for approximately 20-30 minutes.	
9. Observe while the patient expectorates.	
10. Record color and amount of mucus expectorated.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain postural drainage.	1. Observe and take notes.

2. Demonstrate proper procedure.	2. Role-play procedure.
3. Identify reason for procedure.	3. Review anatomy and physiology chart.
4. Review anatomy and physiology of the lungs.	4. Observe body position diagram.
5. Discuss body position.	5. Write a report on lung disorder.
6. Assign a report on lung disorder.	6. Observe film and take notes.
7. Plan field trip.	7. Participate in field trip.
8. Show film.	

REFERENCES

A. Books

1. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 382-383.

2. Egan, Donald F. Fundamentals of Respiratory Therapy. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1977, pp. 197, 470-473.

3. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966.

B. Films

1. "Anatomy and Physiology of the Respiratory System," Audiovisual Support Center of the Army Area in which you reside

2. "Bronchitis and Bronchiectasis," Pfizer Laboratories, 267 West 25th St., New York, New York 10001

3. "Postural Drainage (#191)," Trainex, P.O. Box 116, Garden Grove, California 92642

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Apply Hot Packs

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to correctly apply a hot pack.

SKILLS	RELATED KNOWLEDGE
1. Wash hands.	1. Circulatory system
2. Assemble and prepare the equipment.	2. Skin function
3. Tell patient what you are going to do.	3. Positioning
4. Expose area to be treated.	4. Safety precautions related to heat
5. Cover hot packs.	5. Types of heat treatments
6. Place pack on specified area.	6. Duration of treatment
7. Note time for length of treatment.	7. Observation of patient's condition during treatment
8. Check skin condition at intervals.	8. Proper care and operation of equipment
9. Remove hot pack.	9. Body locations for treatment
10. Dry skin area.	10. Knowledge of safety precautions
11. Cover affected area.	
12. Remove equipment and clean, if necessary.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Review circulatory system and skin function.	1. Label diagrams of circulatory system and skin.
2. Teach safety involved with hot applications.	2. List safety precautions.
3. Demonstrate various positions used in treatment.	3. Demonstrate various positions used in treatment.
4. Classify methods used.	4. Classify methods used.

5. List significant signs and symptoms of significance to heat treatment.	5. Identify significant signs and symptoms.
6. Present procedures to be used.	6. Describe procedure to be used.
7. Illustrate care and operation of equipment.	7. Summarize care and operation of equipment.

REFERENCES

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 80-84.
2. Downer, Ann H. Physical Therapy Procedures: Selected Techniques. 2nd ed. Springfield, Illinois: Charles C. Thomas, 1970, pp. 34-40.
3. Stolten, Jane Henry. The Health Aide. Boston, Massachusetts: Little, Brown & Co., 1972, pp. 166-174.

B. Films

1. "Human Body: Circulatory System," Texas Department of Health Resources, Division of Public Health Education Film Library, 410 E. 5th St., Austin, Texas 78701
   (Film description is found in catalog Health Films: Health Education Films for the Asking, 1976. It is Film #627, p. 38 of catalog.)
2. "Local Applications of Heat and Cold," Trainex, P.O. Box 116, Garden Grove, California 92642

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Application of Localized Cold Treatments

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to effectively apply localized cold treatments.

SKILLS	RELATED KNOWLEDGE
1. Explain procedure. 2. Expose area to be treated. 3. Position and support body part. 4. Select and prepare correct apparatus. 5. Apply cold application. 6. Time length of treatment. 7. Check for effect on body area being treated.	1. Part of body to which treatment is to be applied 2. Timing of application 3. Type of application 4. Proper filling of ice caps and collars 5. Effect of cold treatments on body
TEACHER ACTIVITIES	**STUDENT ACTIVITIES**
1. Explain purposes of cold applications. 2. Explain methods of cold applications. 3. Demonstrate proper filling of ice caps and collars. 4. Demonstrate proper applications of wet cold treatments.	1. Observe and take notes on presentation and demonstration. 2. Practice filling ice bags and collars. 3. Practice proper application of local ice treatments.

REFERENCES

A. Books

1. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 17-21.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Apply a Bandage

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to apply a bandage.

SKILLS	RELATED KNOWLEDGE
1. Wash hands. 2. Select various types of bandages: a. Elastic b. Gauze c. Triangular d. Adhesive 3. Place patient in comfortable position. 4. Position the body part. 5. Apply various types of bandages.	1. Patient's diagnosis 2. Various types of bandages 3. Asepsis 4. Patient's need for privacy 5. Human anatomy 6. Safety precautions

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss general principles of applying bandages. 2. Show and explain types of bandages. 3. Demonstrate application of various types of bandaging. 4. Review safety precautions.	1. List the general principles of application of bandages. 2. Define types of bandages. 3. Select the proper bandage to be used. 4. Practice bandage application on classmates. 5. Observe safety precautions in bandaging.

REFERENCES

A. Books

1. American National Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday, 1973.

2. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958, pp. 184-189.

3. Johnson, Winifred H. and Douglass W. Johnson. Introduction to Nursing Care. Dallas, Texas: McGraw-Hill Book Company, 1976.

4. Thompson, Ella M. and Constance Murphy. Textbook of Basic Nursing. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1966, pp. 633-638.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Assist with Therapeutic Exercise

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to effectively carry out therapeutic exercise.

SKILLS	RELATED KNOWLEDGE
1. Greet patient. 2. Explain purpose of treatment. 3. Describe type of exercise to be given. 4. Position patient for treatment. 5. Perform therapeutic exercise: a. Active b. Passive c. Active resistive	1. Types of therapeutic exercises: a. Active b. Passive c. Active resistive 2. Muscular-skeletal system 3. Interpersonal relations 4. Rules and guidelines for protection of patient 5. Conditions which can be helped by various types of exercise 6. Related medical terms 7. Diagnosis and condition of patient

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Define principles of therapeutic exercise. 2. Review terminology. 3. Secure medical-professional person to demonstrate exercises. 4. Show a film. 5. Coordinate a field trip to a local rehabilitation or convalescent center. 6. Describe diseases associated with therapeutic exercises.	1. Note importance of exercises. 2. List terms related to therapeutic exercises. 3. Summarize information given by resource person. 4. View film and participate in discussion. 5. Participate in field trip. 6. List and take notes on diseases related to therapeutic exercises.

7. Assign a paper on one of the types of therapeutic exercises.	7. Complete assigned paper on a special topic.

REFERENCES

A. Books

1. Anthony, Catherine Parker. Structure and Function of the Human Body. 4th ed. St. Louis, Missouri: C. V. Mosby Co., 1972, pp. 32-35, 47-48.

2. Caldwell, Esther and Barbara R. Hegner. Geriatrics: A Study of Maturity. Albany, New York: Delmar Publishers, 1975, pp. 176, 214.

3. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 173-174.

4. Memmler, Ruth L. and Dena Lin Wood. The Human Body in Health and Disease. 4th ed. Philadelphia, Pennsylvania: J. B. Lippincott Co., 1977, pp. 91-115.

5. Shestack, Robert. Handbook of Physical Therapy. 2nd ed. New York, New York: Springer Publishing Co., 1967, pp. 82-85.

B. Films

1. "Strike Back at Stroke," Texas Heart Association.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Special Procedures

TASK: Assist with Restraint or Control Patient Physically

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will be able to restrain a patient properly.

SKILLS	RELATED KNOWLEDGE
1. Collect equipment.	1. Proper equipment to be used
2. Take equipment to patient's bedside.	2. Skin care
3. Explain procedure to patient.	3. Pressure area
4. Apply proper restraint: a. Vest restraint b. Waist restraint c. Wrist or ankle restraint d. Hand-mitt restraint e. Side rails	4. The importance of restraints 5. Safety measures in applying restraints 6. Timing involved in releasing restraints
5. Check restrained patients frequently.	7. Related terminology
6. Provide skin care.	8. Legal aspects of confinement

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain equipment.	1. Listen and take notes.
2. Demonstrate various types of restraints.	2. Practice various types of restraints with classmates.
3. Lecture on the safety involved in restraining.	3. List the procedures involved in restraints.
4. Discuss timing in restraining patients.	4. Demonstrate timing in releasing restraints.
5. Review dermatology.	5. Define related terminology.
6. Review terminology.	6. Write an assignment pertaining to skin care as it relates to restraints.
7. Emphasize legal implications and responsibilities.	

	7. Review legal implications and responsibilities.

REFERENCES

A. Books

1. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 147-158.

2. Johnson, Winifred and Douglass W. Johnson. Introduction to Nursing Care. Dallas, Texas: McGraw-Hill Book Company, 1976, p. 130.

3. Reese, Dorothy. How To Be a Nurse's Aide in a Nursing Home. American Health Care Association, 1975, pp. 68-69.
(Address of American Health Care Association: 1200 15th St. N.W., Washington, D.C. 20005)

4. Story, Donna K. Principles and Practices of Nursing Care. Dallas, Texas: McGraw-Hill Book Company, 1976, pp. 215-218.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Medical Ethics

TASK: Maintain Confidentiality as Related to Medical Information

OBJECTIVE:

After completing a unit of instruction based on this instructional analysis, the student will be able to demonstrate acceptable behavior involving confidentiality of medical information.

SKILLS	RELATED KNOWLEDGE
1. Practice principles of medical ethics. 2. Use confidentiality in caring for patients. 3. Maintain privacy of privileged information.	1. Terminology 2. Legal aspects of professional ethics 3. Moral responsibility to patients and personnel
TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Discuss principles of medical ethics. 2. Emphasize importance of confidentiality. 3. Explain legal and moral responsibility to patient, employer, and personnel. 4. Present various codes of ethics from allied health fields. 5. Invite resource person.	1. Take notes on class discussion. 2. Role-play in situations involving ethical principles. 3. Participate in question/answer session following speaker's presentation.

REFERENCES

A. Books

1. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Co., 1958, pp. 31-33.

2. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 11-12.

3. Schwarzrock, Shirley and Donovan Ward. Effective Medical Assisting. Dubuque, Iowa: Wm. C. Brown Co., 1969, pp. 30-35.

INSTRUCTIONAL ANALYSIS

INSTRUCTIONAL AREA: Health Career Exploration

TASK: Explore Career Areas

OBJECTIVE: After completing a unit of instruction based on this instructional analysis, the student will make a tentative career choice.

SKILLS	RELATED KNOWLEDGE
1. List occupations in various health fields.	1. Career opportunities
2. Complete self-inventory.	2. Inventory of personal background
3. Identify personal attitude toward work.	3. Philosophy of job attitude
4. Take a vocational preference test.	4. Observations and information about various careers
5. Investigate career interests.	
6. Write career plans.	

TEACHER ACTIVITIES	STUDENT ACTIVITIES
1. Explain why people work.	1. Write a paper telling why you want to work.
2. Discuss how people establish their identities by the kinds of work they do.	2. Take notes on descriptions of health-occupations areas listed.
3. List and describe health occupational areas: administration, public health, personal care, dental records, laboratories, therapies, family health, and emergency.	3. Take a vocational-preference test.
4. Secure vocational preference test from school counselor.	4. Complete self-inventory from chalkboard.
5. Place examples of self-inventory on chalkboard.	5. Interview personnel working in chosen health-occupations areas.
6. Give instructions for writing a career plan.	6. Prepare a personal career and plan.
	7. Observe and summarize film strip.

7. Show film strip.

8. Aid in selection of realistic goal.

REFERENCES

A. Books

1. Health Careers Guidebook. No. 2900-0015. Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.

2. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. 2nd ed. Bloomington, Illinois: McKnight Publishing Co., 1975.

B. Films

1. "Careers in Health Services, Parts I and II," film strip with cassettes, Pathescope Educational Films, 71 Weyman Avenue, New York, New York 10802.

UNIT I

TAKING AND RECORDING VITAL SIGNS

UNIT OBJECTIVE

After completing this unit, the student will be able to identify, describe, and discuss terms, procedures, and factors relating to vital signs. The student will also be able to read thermometers, chart temperatures, and take and record temperature, pulse, respiration, and blood pressure. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Match terms and definitions relating to vital signs.
2. Explain the importance of vital signs.
3. Explain the regulation of body temperature.
4. List advantages of taking temperature in each of the three locations.
5. Write out conditions when temperature should not be taken from certain locations.
6. Determine the correct temperature range.
7. Identify factors which affect temperature.
8. Briefly describe procedures for reading a thermometer.
9. Locate five areas where pulse may be taken.
10. Identify the average pulse rates for age groups.
11. Give five factors influencing heart rate and pulse rate.
12. List any five most common factors affecting respiration.
13. Identify respiratory terms and their definitions.

14. List six factors influencing blood pressure.
15. Explain the three types of pressure concerned with taking blood pressure.
16. Name the two most common places for taking blood pressure.
17. Read Fahrenheit thermometers.
18. Chart temperature, pulse, respirations, and blood pressure.
19. Demonstrate the ability to:
    - a. Take an oral temperature.
    - b. Take a rectal temperature.
    - c. Take an axillary temperature.
    - d. Count pulse.
    - e. Take apical pulse.
    - f. Count respirations.
    - g. Take a blood pressure.

UNIT I

TAKING AND RECORDING VITAL SIGNS

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide objective sheet.
- B. Discuss objective sheet.
- C. Provide information sheet.
- D. Discuss information sheet.
- E. Make transparencies.
- F. Distribute and discuss assignment and job sheets.
- G. Demonstrate procedures outlined in job sheets.
- H. Give test and evaluate results.

II. Student:

- A. Read objective sheet.
- B. Participate in discussion of objective sheet.
- C. Read information sheet.
- D. Participate in discussion of information sheet.
- E. View transparencies.
- F. Complete assignment sheets.
- G. Demonstrate proficiency in performing the procedures outlined on the job sheets.
- H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet

C. Transparency masters

   1. I-TM-1--Standard Fahrenheit Thermometer
   2. I-TM-2--Reading a Thermometer
   3. I-TM-3--Sites for Taking a Pulse

D. Assignment sheets

   1. Assignment Sheet #1--Reading a Thermometer
   2. Assignment Sheet #2--Sites for Taking a Pulse
   3. Assignment Sheet #3--Charting T.P.R. and Blood Pressure

E. Answers to assignment sheets

F. Job sheets

   1. Job Sheet #1--Take Oral Temperature
   2. Job Sheet #2--Take Rectal Temperature
   3. Job Sheet #3--Take Temperature Axillary or Groin
   4. Job Sheet #4--Take Pulse
   5. Job Sheet #5--Take Apical Pulse
   6. Job Sheet #6--Count Respirations
   7. Job Sheet #7--Take a Blood Pressure

G. Test

H. Answers to test

II. References:

A. Books

1. Caldwell, Esther and Barbara R. Hegner. Health Assistant. Albany, New York: Delmar Publishers, 1973, pp. 96-104.

2. Cherescavich, G. D. Textbook for Nursing Assistants. 3rd ed. St. Louis, Missouri: C. V. Mosby Co., 1973, pp. 162-190.

3. Hospital Research and Educational Trust. Being a Nursing Aide. Bowie, Maryland: Robert J. Brady Co., 1969, pp. 10-32.

4. Story, D. I. Principles and Practices of Nursing Care. Dallas, Texas: McGraw-Hill Book Company, 1976, pp. 136-146.

B. Films

1. "Blood Pressure" (#BN-101), Trainex Library, P.O. Box 116, Garden Grove, California 92642

2. "High Blood Pressure" (#EM 172), Texas Heart Association, P.O. Box 25041, Houston, Texas 77005

3. "Temperature, Pulse, and Respiration," Trainex Library, P.O. Box 116, Garden Grove, California 92642

UNIT I

TAKING AND RECORDING VITAL SIGNS

INFORMATION SHEET

I. Terms and definitions

   A. Fever--Elevation of temperature above normal

   B. Febrile--Feverish; pertaining to a fever

   C. Intermittent fever--One that alternates between fever and normal or subnormal body temperature

   D. Remittent fever--One that rises several degrees above normal, then drops a degree but does not reach normal body temperature

   E. Continued fever--One that stays elevated above normal body temperature

   F. Crisis--Sudden drop from fever to normal body temperature

   G. Hypothermia--Below normal body temperature

   H. Pulse--The beat of the artery that you fell when the heart pumps the blood through the body

   I. Rate--Number of pulse beats, heartbeats, or respirations per minute

   J. Rhythm--Regularity or irregularity of the pulse, heartbeat, or respirations

   K. Quality--Volume; strength of pulse beats

   L. Arrhythmic--Uneven intervals between pulse or heartbeats

   M. Apical pulse--Heart rate counted at the apex of the heart by using a stethoscope

   N. Pulse deficit--Difference between pulse count taken simultaneously at two sites, usually radial and apical pulses

   O. Tachycardia--Excessively rapid heart rate

   P. Bradycardia--Abnormally slow heart rate

Q. Respiration--Breathing; the inspiration and expiration of air involving the muscles of the chest and abdomen

R. Blood pressure--The force the blood exerts against the vessel wall as the heart beats

S. Body temperature--Balance between heat produced and heat lost by the body

T. Sphygmomanometer--Instrument used to measure blood pressure

U. Stethoscope--Instrument used to listen to the sounds produced by the heart, lungs, and other internal organs

V. Hypertension--High blood pressure

W. Hypotension--Low blood pressure

X. Digitalis--A drug used to decrease heart rate

II. Significance of vital signs

A. Include temperature, pulse, respiration, and blood pressure

B. Any change in one of the vital signs may affect the others.

C. Normal rates may change, indicating the presence of disease or infection.

D. Patient's conditions can be evaluated through accurate measurements of vital signs.

E. Should be checked at least once a day; in case of severe illness, checked more often as ordered by the physician

III. Factors regulating body temperature

A. Digested food, muscles, and gland activities produce heat by oxidation. Some heat may be obtained through the environment.

B. Body heat is reduced by breathing, elimination of body wastes, and the taking in of cold beverages and foods. Most body heat is lost through skin pores.

C. The balance between heat production and heat loss results in a normal temperature of 97.6° to 99° F.

IV. Advantages of taking temperature in different locations

- A. Orally
    1. Easiest
    2. Most convenient
    3. Most comfortable
- B. Rectally
    1. Most accurate
    2. Safest
    3. Frequently used for children under six years of age
- C. Axillary
    1. Least accurate
    2. Only used when neither of the two other methods can be used

V. Conditions under which temperature should not be taken

- A. Orally
    1. When breathing is difficult
    2. Nasal or oral obstruction
    3. Senile, acute mentally ill, confused unconsciousness
    4. Administration of oxygen
- B. Rectally
    1. Surgery of the perineum or rectum, disease, infection, or inflammation
    2. Dilation of rectum due to fecal material or flatus
    3. Severe diarrhea
- C. Axillary--Least accurate

VI. Body temperature ranges

- A. Normal oral--97.6° to 99° F.
- B. Normal rectal--99.6° F.

C. Normal axillary--97.6° F.

D. Subnormal--Below 97° F. (oral)

E. Moderate fever--100° to 103° F. (oral)

F. High fever--103° to 105° F. (oral)

(NOTE: Rectal temperatures average one degree higher than oral temperatures; axillary temperatures average one degree lower than oral.)

VII. Factors which affect body temperature

A. External environment (Room temperature, ventilation, amount of clothing, and humidity affect body temperature.)

B. Internal environment (Body temperature is affected by such things as amount of adipose tissue, illness, and fluids and electrolytes.)

C. Sex (Women usually have higher temperatures than men.)

D. Age (Heat-regulating mechanism is not fully developed in infants and young children; in aged, heat-regulating mechanism becomes less effective.)

E. Strong emotions (Excitement, anxiety, nervousness, and other emotions cause increased activity of the secreting glands which increases heat production.)

F. Time of day (Body temperature is usually highest in mid-afternoon and lowest during the night.)

G. Exercise and digestive processes (Increased activity elevates body temperature.)

VIII. Thermometer - measures body temperatures to the nearest two-tenths of a degree

A. Procedure

1. Hold thermometer at eye level. Rotate the thermometer until you can see the column of mercury.

2. Observe the markings called calibrations on the scale, which is at the upper side of the column of mercury. Remember that each long line represents a full degree, and the four short lines represent 2/10 (0.2) of a degree. Only the even-numbered degrees are named on a Fahrenheit clinical thermometer, that is 96°, 98°, 100°, and so on.

B. If the mercury column ends at one of the short lines, look to see which long line is immediately to the left that will tell you the degree of temperature--for example, 98° F. Then, if the mercury level is at the second small line to the right of the 98° F. mark, the temperature is 98.4° F. The temperature may also be written 98^4.

IX. Pulse location--Areas where pulse is taken (refer to Transparency Master #3).

A. Temporal--In temple areas--approximately one inch away from the end of the eyebrow

B. Carotid--On each side of neck below and in front of the earlobe

C. Brachial--Inner arm at the bend of the elbow

D. Radial--Inner surface of wrist on thumb side

E. Femoral--Inner thigh below the groin

F. Dorsalis pedis--On top of foot next to the tendon of the big toe

X. Average pulse rates

A. Men--60 to 72

B. Women--68 to 80

C. Children over seven--76 to 92

D. Children one to seven--80 to 120

E. Infants--110 to 130

XI. Factors influencing heart rate and pulse rate

A. Activity

B. Emotions

C. Some drugs

(NOTE: Caffeine increases and digitalis decreases heart rate.)

D. Endocrine disturbances

(NOTE: Thyroid disturbances influence heart rate.)

E. Elevated temperature

XII. Common factors affecting respiration rate

- A. Age

  (NOTE: Rate for newborn may be 40 times per minute while the normal adult rate is 14 to 18 times per minute.)

- B. Sex

  (NOTE: Rate is usually faster in women.)

- C. Exercise
- D. Pain
- E. Fever
- F. Emotions
- G. Heart disease
- H. Respiratory disease
- I. Drugs

XIII. Terms used to describe respiration

- A. Eupnea--Normal
- B. Dyspnea--Difficult or labored
- C. Apnea--Temporary cessation
- D. Orthopnea--Condition in which breathing is possible only when the person sits or stands in an erect position
- E. Stertor--Accompanied by abnormal snoring sounds
- F. Cheyne Strokes--Uneven respirations from strong to weak with intervals of apnea
- G. Rales--Bubbling or rattling sounds caused by mucus in the air passages as in bronchitis or pneumonia
- H. Costal--Breathing accomplished chiefly by the rib muscles
- I. Stridor--Shrill, harsh sound, especially during inspiration in laryngeal obstruction

XIV. Factors affecting blood pressure

A. Condition of the walls of the arteries and arterioles

B. Rate of heartbeat

C. Exercise

D. Emotions

E, Sex

F. Hemorrhage

G. Shock

H. Drugs

I. Endocrine function

J. Attitude

K. Smoking

L. Location where taken

XV. Types of blood pressure

A. Systolic pressure--The contraction of the ventricle as it forces blood into the artery, resulting in the systole, first heart sound heard

B. Diastolic pressure--The relaxed phase of the heart--the last sound or change you hear (diastole)

C. Pulse pressure--Difference between systolic and diastolic pressure

(NOTE: The normal systolic adult blood pressure at rest is between 100 and 140 mm Hg, and the diastolic pressure is between 60 and 90 mm Hg.)

XVI. Location where blood pressure may be taken

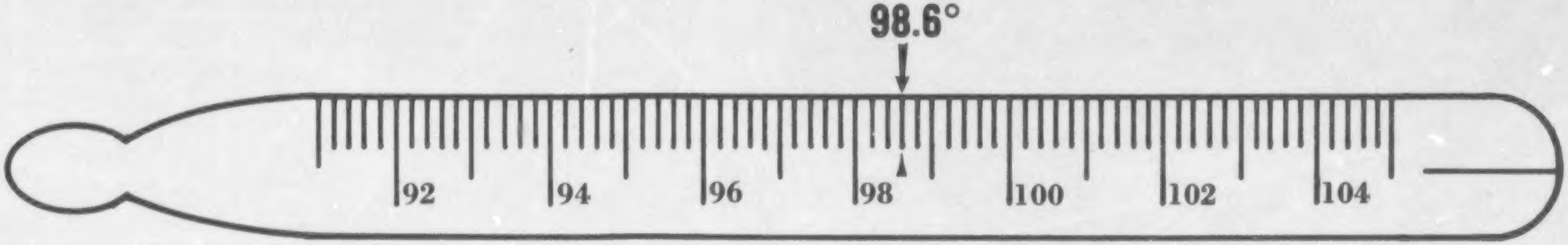
A. Over the brachial on the inner surface of the elbow

B. In the popliteal space with the cuff applied above the knee

C. In the lower leg over the tibial artery with the cuff applied below the knee. This location is not used frequently.

(NOTE: When blood pressure is not taken in the arm, the site should be recorded.)

STANDARD FAHRENHEIT THERMOMETER


98.6°
92
94
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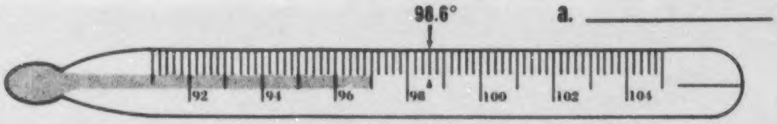
98
100
102
104

I-TM-1

READING A THERMOMETER

1. Write the readings on these thermometers in the blanks to the right.

a. ______________


98.6°
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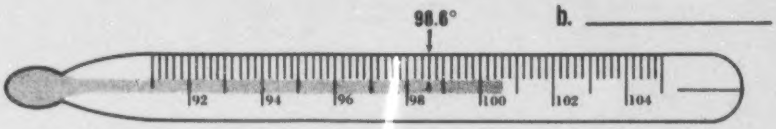
104

b. ______________


98.6°
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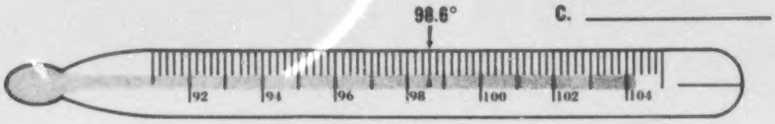
c. ______________


98.6°
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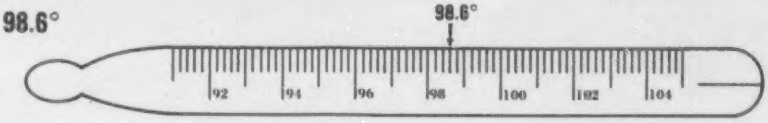
94
96
98
100
102
104

2. Mark the temperature readings on these thermometers.

a. 98.6°


98.6°
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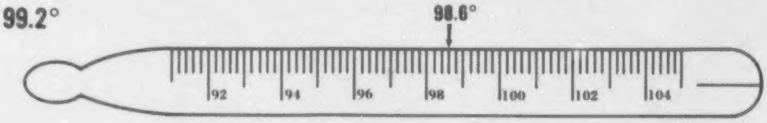
100
102
104

b. 99.2°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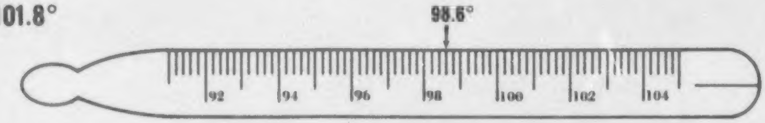
c. 101.8°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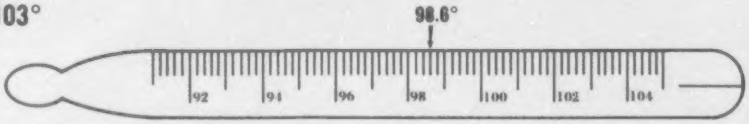
d. 103°


98.6°
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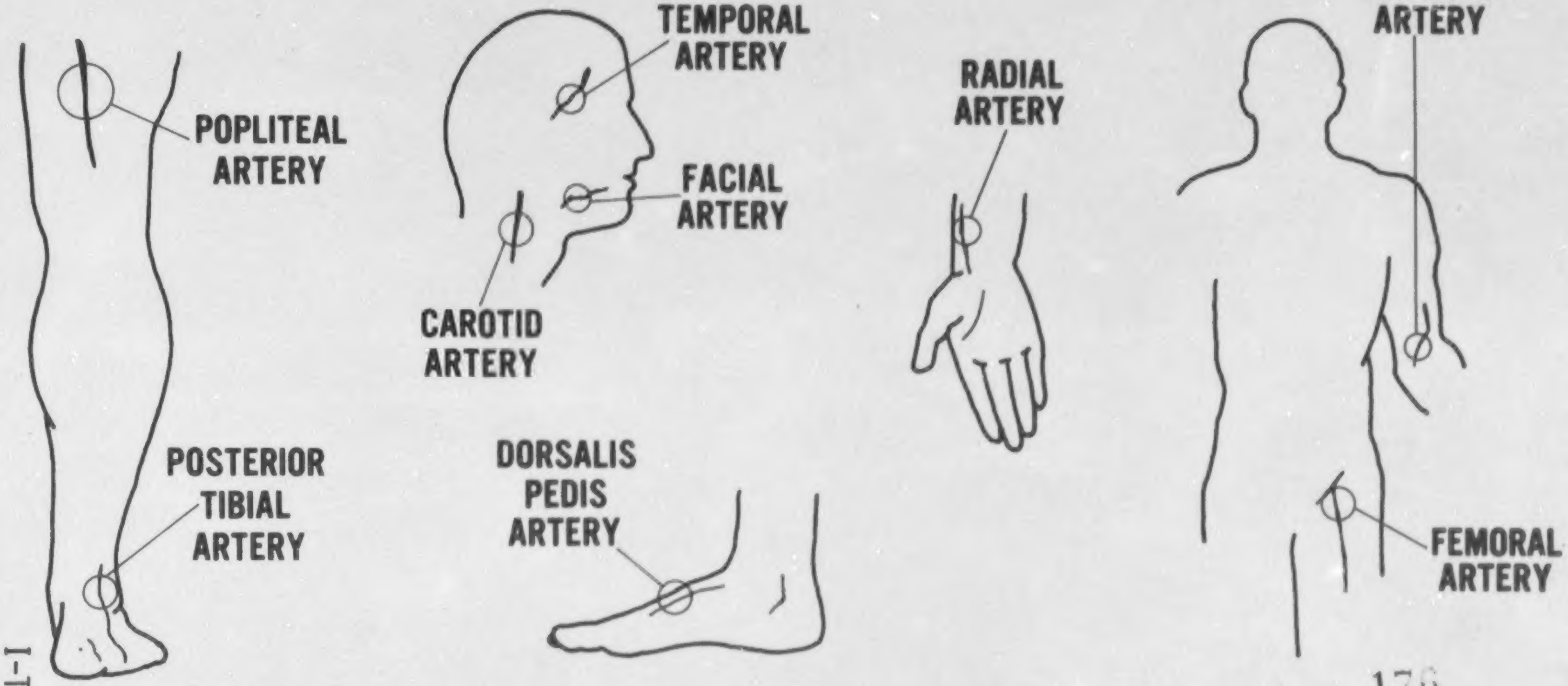
104

SITES FOR TAKING A PULSE


POPLITEAL ARTERY
POSTERIOR TIBIAL ARTERY
TEMPORAL ARTERY
FACIAL ARTERY
CAROTID ARTERY
DORSALIS PEDIS ARTERY
RADIAL ARTERY
BRACHIAL ARTERY
FEMORAL ARTERY

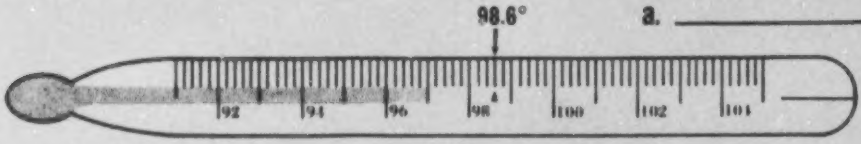
UNIT I

TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #1--READING A THERMOMETER

1. Write the readings on these thermometers in the blanks to the right.

a. ____________________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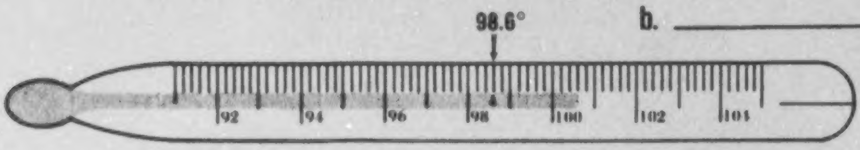
b. ____________________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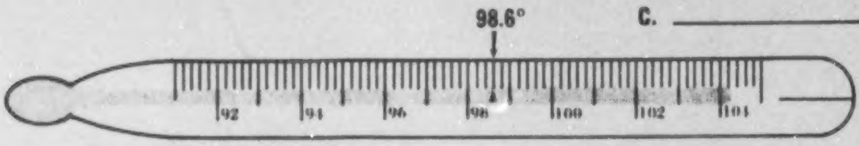
c. ____________________


98.6°
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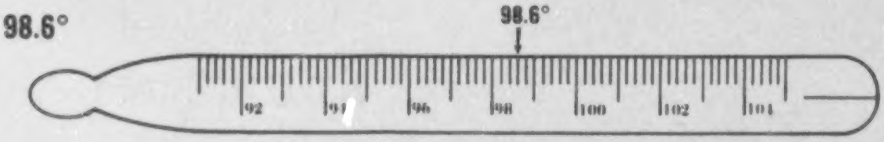
2. Mark the temperature readings on these thermometers.

a. 98.6°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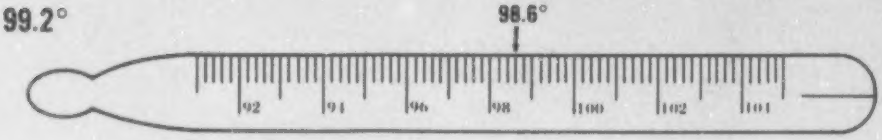
b. 99.2°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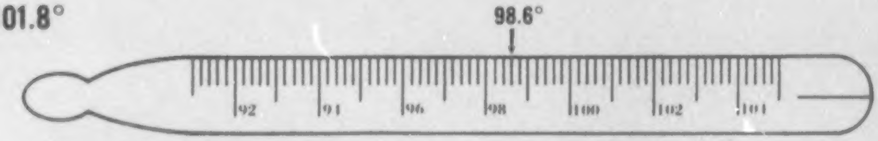
102
104

c. 101.8°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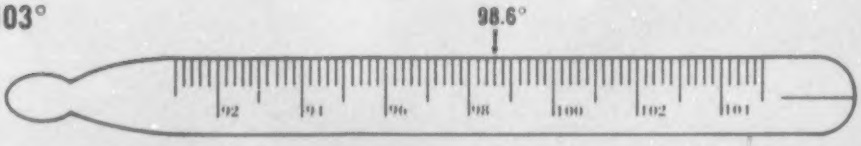
d. 103°


98.6°
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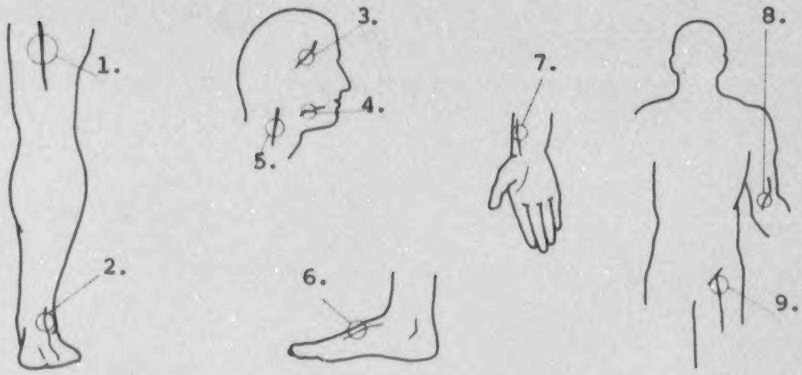
104

UNIT I

TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #2--SITES FOR TAKING PULSE

Directions: Label the following pulse sites.



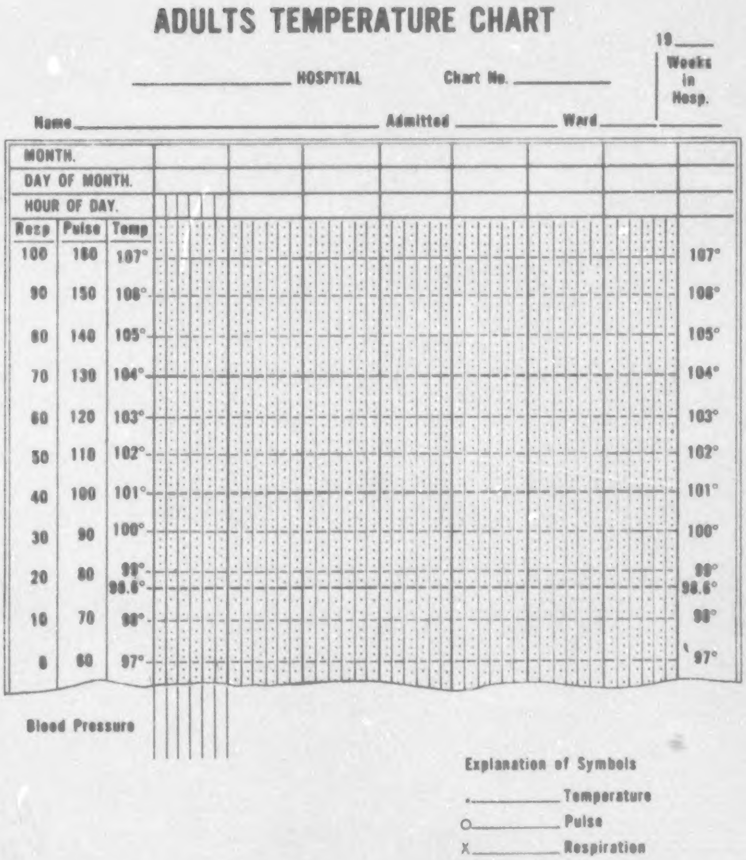
UNIT I

TAKING AND RECORDING VITAL SIGNS

ASSIGNMENT SHEET #3--CHARTING T.P.R. AND BLOOD PRESSURE

Directions: On the graph below, chart the following T.P.R. and B/P.

NAME	TIME	T.	P.	R.	B/P
	6:00 a.m.	97.6	68	16	120/80
	10:00 a.m.	99.	76	18	110/90
	2:00 p.m.	101.	90	20	140/76
	6:00 p.m.	104.8	116	24	170/84



UNIT I

TAKING AND RECORDING VITAL SIGNS

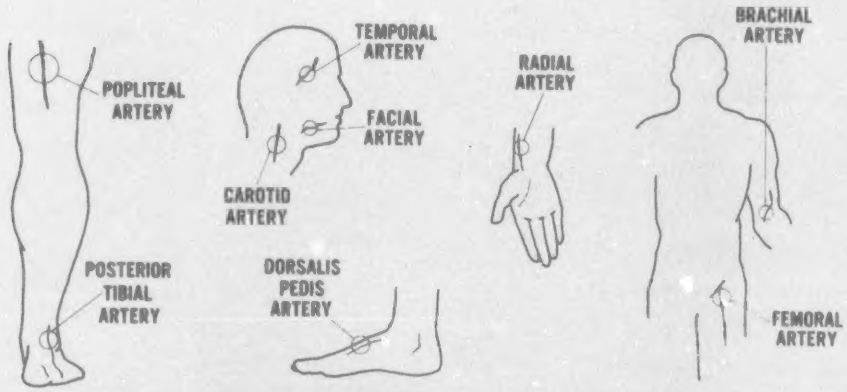
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. a. 97° F.
   b. 100.6° F.
   c. 104.2° F.
2. Check each student's assignment sheet to see that the temperatures are marked correctly on the thermometer drawings.

Assignment Sheet #2

1. Popliteal Artery
2. Posterior Tibial Artery
3. Temporal Artery
4. Facial Artery
5. Carotid Artery
6. Dorsalis Pedis Artery
7. Radial Artery
8. Brachial Artery
9. Femoral Artery


POPLITEAL ARTERY
POSTERIOR TIBIAL ARTERY
TEMPORAL ARTERY
FACIAL ARTERY
CAROTID ARTERY
DORSALIS PEDIS ARTERY
RADIAL ARTERY
BRACHIAL ARTERY
FEMORAL ARTERY

I-22

Assignment Sheet #3

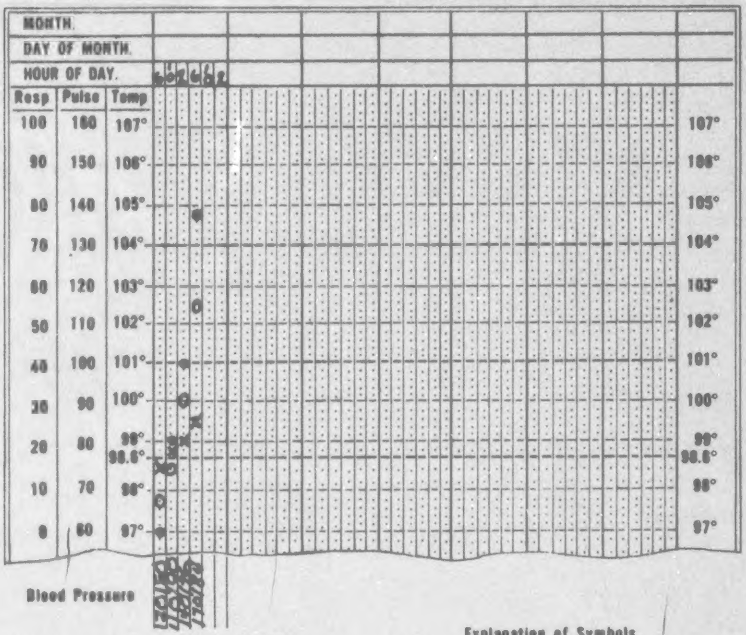
ADULTS TEMPERATURE CHART

19____

______________ HOSPITAL   Chart No. __________

Weeks in Hosp.

Name ______________________________ Admitted __________ Ward ________



Explanation of Symbols

•__________ Temperature

○__________ Pulse

X__________ Respiration

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #1--TAKE ORAL TEMPERATURE

I. Tools and equipment needed:

   A. Oral thermometer

   B. Timing device

   C. Pencil and pad

   D. Tissue

II. Job Procedures:

   A. Wash hands and assemble equipment.

   B. Explain to patient what you plan to do.

   C. Have patient rest in comfortable position.

   D. Remove thermometer from container.

   E. Read mercury column.

   (NOTE: Read mercury column. It should register below 96° F. If needed, shake down. To shake down, move away from table or other hard objects. Hold stem tightly between thumb and fingers. Shake down in a downward motion.)

   F. Insert bulb end of thermometer under patient's tongue, toward side of mouth.

   G. Ask patient to hold thermometer carefully with lips closed for three minutes.

   H. Remove thermometer; read mercury column. Then read thermometer and record findings.

   I. Clean and replace thermometer by proper procedures.

   (NOTE: To clean thermometer, wash in cold water and soap and dry it. Place it into the individual disinfectant-filled holder.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #2--TAKE RECTAL TEMPERATURE

I. Tools and equipment needed:

   A. Rectal thermometer

   B. Timing device

   C. Pencil and pad

   D. Tissue

   E. Lubricant

II. Job Procedures:

   A. Wash hands and assemble equipment.

   B. Explain to patient what you plan to do.

   C. Have patient turn to one side.

   D. Remove thermometer from container. It should register below 96° F.

   (NOTE: If needed, shake down. To shake down, move away from table or other hard objects. Hold stem tightly between thumb and fingers. Shake down in a downward motion.)

   E. Place small amount of lubricant on the bulb end of thermometer with tissue.

   F. Fold the bedclothes back in a manner to expose anal area.

   G. Separate buttocks with one hand.

   H. Insert the thermometer gently into rectum 1 1/2 inches. Hold in place.

   I. Cover patient as soon as thermometer is inserted.

   J. Thermometer should remain inserted for two minutes.

   K. Remove thermometer and wipe from stem to bulb end.

   L. Read mercury column and record on pad.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #3--TAKE TEMPERATURE AXILLARY OR GROIN

I. Tools and equipment needed:

- A. Thermometer
- B. Timing device
- C. Pencil and pad
- D. Tissue

II. Job Procedures:

- A. Wash hands and assemble equipment.
- B. Explain to the patient what you plan to do.
- C. Remove thermometer from container.
- D. Read mercury column.

  (NOTE: It should register below 96° F. If needed, shake down - refer to Job Sheets #1 and #2 for procedures.)
- E. Wipe the axillary or groin area dry and place the thermometer against fold in axilla or groin.
- F. Leave thermometer in place for ten minutes.
- G. Remove thermometer. Read mercury column.
- H. Record on pad. Mark AX for axilla or GR for groin area.
- I. Clean and replace thermometer by using proper procedures.

  (NOTE: To clean thermometer, wash in cold water and soap and dry it. Place it into the individual disinfectant-filled holder.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #4--TAKE PULSE

I. Tools and equipment needed:

   A. Watch with second hand

   B. Pen

   C. Paper or T.P.R. Book

II. Job Procedures:

   A. Wash hands.

   B. Explain to patient what you are going to do.

   C. Place patient's arm in comfortable resting position with palm of hand down.

   D. Locate pulse on the inside of the patient's wrist just below the thumb, using two or three fingers.

   E. Press lightly, rolling the fingers over the area until you feel the beat.

   F. When you have found the pulse, note the rhythm.

   G. Look at the position of the second hand on the watch.

   H. Start counting the pulse beat. Keep counting the pulse beat for one full minute.

   I. If you aren't sure you counted correctly, do it again for another one-half minute and multiply by two.

   J. Write the number of beats down right away opposite the correct patient's name.

   K. Wash hands.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #5--TAKE APICAL PULSE

I. Tools and equipment needed:

   A. Stethoscope

   B. Watch with second hand

   C. Paper and pen

II. Job Procedures:

   (NOTE: Job requires two individuals.)

   A. Wash hands.

   B. Assemble equipment.

   C. Identify patient and explain procedure.

   D. Provide privacy. Uncover left side of chest with patient in supine position.

   E. First person:

      1. Locate apex of heart by placing fingertips on patinet's chest below left nipple--about the fifth intercostal space.

      2. Insert ear pieces of stethoscope in your ears, place bell over apical region, and listen for heart sounds.

      3. On signal, count the beats for one full minute. Note the rate, rhythm, and strength of beat.

   F. On signal, second person counts radial pulse.

   G. Record on paper immediately:

      1. Radial pulse rate, rhythm, and strength.

      2. Apical pulse, rhythm, and strength.

      3. Pulse deficit.

   H. Make patient comfortable.

I. Clean and return equipment to designated area.

J. Wash hands.

K. Report and record procedure and observations.

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #6--COUNT RESPIRATIONS

I. Tools and equipment needed:

   A. Watch with second hand

   B. Pen

   C. Paper or T.P.R. Book

II. Job Procedures:

   A. Wash hands.

   B. Identify patient and explain procedure.

   C. Hold the wrist of the patient as though you were taking the pulse, but release the pressure of your fingers so as not to feel the pulse.

   D. Glance at second hand of your watch.

   E. Watch the patient's chest out of the corner of your eye.

   F. Count as you feel the rise and fall of the chest or watch for the rise of the patient's chest for one full minute.

   G. Write the number of respirations down next to the pulse of the correct patient's name.

   H. Wash hands.

FIELD TEST EVALUATION FORM

Directions: After this unit has been field tested, complete this form and return it along with the unit. Answer "yes" or "no" to the following questions by placing an "x" in the space provided. If you answer "no" to any question(s), please comment in the space provided.

OBJECTIVES SHEET	YES	NO
1. Are the objectives clearly written?	___	___
2. Are the objectives written on the student's level?	___	___
3. Are the behaviors expected of the student realistic?	___	___

Comments: ____

____

ACTIVITIES SHEET		
1. Are the activities designed to related practical experience and knowledge?	___	___
2. Are the activities practical for use with the equipment and materials available in your class?	___	___

Comments: ____

____

INFORMATION SHEET		
1. Does the provided information sufficiently cover the unit?	___	___
2. Is the information presented on the student's level?	___	___
3. Is the information clearly written?	___	___
4. Would illustrations enhance the information presented?	___	___

Comments: ____

____

TRANSPARENCY MASTER		
1. Are the transparency masters presenting necessary pictorial information?	___	___
2. Are the transparency masters clear and concise?	___	___
3. Can the transparency masters be used as student handouts?	___	___

Comments: ____

ASSIGNMENT SHEETS YES NO

1. Do the assignments sheets allow for creative thinking? ___ ___
2. Are the assignments practical for the amount of time and the type of equipment in your class? ___ ___

Comments: ____

____

JOB SHEETS

1. Are the jobs realistic for your students? ___ ___
2. Are the procedures easily followed by students? ___ ___
3. Would illustrations help to explain problem procedural areas? ___ ___

Comments: ____

____

UNIT TEST

1. Does the test adequately cover the unit objectives? ___ ___
2. Are the test questions easily understood? ___ ___
3. Could you orally quiz your students with the questions on the unit test? ___ ___

Comments: ____

____

ANSWERS TO UNIT TEST

1. Is the answer sheet easily followed? ___ ___

Comments: ____

____

What length of time, in class periods, did you spend on this unit?

____________periods

UNIT I

TAKING AND RECORDING VITAL SIGNS

JOB SHEET #7--TAKE A BLOOD PRESSURE

I. Tools and equipment needed:

   A. Sphygmomanometer

   B. Stethoscope

   C. Pen and paper

II. Job Procedures:

   A. Wash hands.

   B. Assemble equipment and take to bedside.

   C. Identify patient and explain procedure.

   (NOTE: Patient should be lying down or sitting with the arm supported with palm up, in a natural position.

   Further explanation: Procedure is not painful.)

   D. Wrap the collapsed cuff of the blood-pressure apparatus around the upper arm just above the elbow, exposing the inner side.

   (NOTE: The patient's arm should be bare. Hands and fingers should be relaxed.)

   E. Check to see if tube is attached to cuff on patient's arm.

   F. Place ear pieces of stethoscope in your ears.

   G. Tighten the thumb screw on the rubber bulb of the sphygmomanometer.

   H. Find brachial artery pulse with fingertips and place diaphragm or bell of stethoscope over pulse beat, holding it tightly against the pulse area.

   I. Inflate the cuff by squeezing the bulb until the pulse stops. Then inflate cuff 20 points higher.

   (NOTE: As the cuff fills, the mercury or dial rises.)

   J. Watch the mercury or dial.

K. Loosen the screw or valve slowly to let the air out.

L. Listen for the first thumping sound of the beat.

M. Observe and remember the number where the first sound is heard; this is the systolic pressure.

N. Continue letting air slowly out of the cuff, listening until the last beat is heard or notice when the beat changes to a soft thump.

O. Observe and note the number on the dial or column where you heard the last beat; this is the diastolic pressure.

P. Loosen the screw all the way to release all the air from the cuff.

Q. Remove the cuff from the patient's arm and write the two readings down. Record and report blood pressure.

(NOTE: Blood pressure 110/90 - systolic pressure over diastolic pressure)

R. Fold the cuff and clean stethoscope.

S. Return to designated area.

T. Wash hands.

UNIT I

TAKING AND RECORDING VITAL SIGNS

UNIT TEST

1. Match the terms relating to vital signs on the right to their correct definitions.

_____ a. Feverish; pertaining to a fever

_____ b. Sudden drop from fever to normal body temperature

_____ c. Heart rate control at the apex of the heart by using a stethoscope

_____ d. Body temperature below normal

_____ e. One that alternates between fever and normal or subnormal body temperature

_____ f. Instrument used to listen to the sounds produced by the heart, lungs, and other internal organs

_____ g. Abnormally slow heart rate

_____ h. High blood pressure

_____ i. Difference between pulse count taken simultaneously at two sites, usually radial and apical pulses

_____ j. One that stays elevated above normal body temperature

_____ k. Heart rate consistently above normal

_____ l. Elevation of body temperature above normal

1. Fever
2. Rate
3. Bradycardia
4. Blood pressure
5. Febrile
6. Remittent fever
7. Apical pulse
8. Respiration
9. Pulse
10. Intermittent fever
11. Crisis
12. Quality
13. Pulse deficit
14. Stethoscope
15. Continued fever
16. Hypothemia
17. Hypotension
18. Lysis
19. Rhythm
20. Tachycardia
21. Arrhythmia

_____ m. Breathing: The inspiration and expiration of air involving the muscles of the stomach and chest

_____ n. Force the blood exerts against a vessel wall as the heart beats

_____ o. Instrument used to measure the blood pressure

_____ p. Uneven intervals between pulse or heartbeats

_____ q. Low blood pressure

_____ r. Number of pulse, heartbeats, or respiration per minute

_____ s. Volume; strength of pulse beats

_____ t. Beat of the artery that you feel when the heart pumps the blood through the body

_____ u. Balance between heat produced and heat lost by the body

22. Hypertension
23. Sphygmomanometer
24. Body temperature

2. Explain the importance of vital signs.

3. Explain the regulation of body temperature.

4. List three sites where temperature can be taken and their advantages.

   a.

   b.

   c.

5. Write the conditions in which temperature should not be taken in certain locations.

6. Match the terms in Column B to the terms in Column A.

		A		B
_____	a.	103° to 105° F.	1.	Normal oral
_____	b.	Below 96° F.	2.	Subnormal
_____	c.	97.6° to 99° F.	3.	Normal axillary
_____	d.	100° to 103° F.	4.	Moderate fever
_____	e.	99.6° F.	5.	Normal rectal
_____	f.	97.6° F.	6.	High fever

7. Name the seven factors affecting body temperature.

a.

b.

c.

d.

e.

f.

g.

8. Briefly describe the procedure for reading a thermometer.

9. List five areas where pulse may be taken.

a.

b.

c.

d.

e.

10. Match the average pulse rates in Column B with corresponding age groups in Column A.

		A		B
_____	a.	Children one to seven	1.	60 to 72
_____	b.	Women	2.	76 to 92
_____	c.	Children over seven	3.	110 to 130
_____	d.	Men	4.	68 to 80
_____	e.	Infants	5.	80 to 120

11. Give the five factors influencing heart rate and pulse rate.

    a.

    b.

    c.

    d.

    e.

12. List any five most common factors affecting respiration.

    a.

    b.

    c.

    d.

    e.

13. Match the respiratory terms in Column B to the correct definitions in Column A.

    _____ a. Difficult or labored

    _____ b. Condition in which breathing is possible only when the person sits or stands in an erect position

    _____ c. Normal

    _____ d. Temporary cessation

    _____ e. Accompanied by abnormal snoring sounds

    _____ f. Uneven respirations from strong to weak with intervals

    _____ g. Breathing accomplished chiefly by the rib muscles

    1. Rales
    2. Costal
    3. Stertor
    4. Eupnea
    5. Stridor
    6. Dyspnea
    7. Apnea
    8. Orthopnea
    9. Cheyne strokes

14. List six factors influencing blood pressure.

    a.

    b.

    c.

d.

e.

f.

15. Explain and list the three types of pressure concerned with taking a blood pressure.

    a.

    b.

    c.

16. Name the two most common places for taking blood pressure.

    a.

    b.

17. Read Fahrenheit thermometers.

18. Chart a temperature, pulse, respirations, and blood pressure.

19. Demonstrate the ability to:

    a. Take an oral temperature.

    b. Take a rectal temperature.

    c. Take an axillary temperature.

    d. Count pulse.

    e. Take apical pulse.

    f. Count respirations.

    g. Take a blood pressure.

    (NOTE: If these skills, #17-#19, have not been completed prior to the test, ask the instructor when they should be completed.)

UNIT I

TAKING AND RECORDING VITAL SIGNS

ANSWERS TO UNIT TEST

1. 5 a.
11 b.
7 c.
16 d.
10 e.
14 f.
3 g.
22 h.
13 i.
15 j.
20 k.
1 l.
8 m.
4 n.
23 o.
21 p.
17 q.
2 r.
12 s.
9 t.
24 u.

2. Discussion should include:

a. Temperature, pulse, respirations, and blood pressure are the vital signs of cardinal symptoms.

b. Any change in one of the vital signs may affect the others.

c. Normal rates may change, indicating the presence of disease or infection.

d. Patient's condition can be evaluated through accurate measurements of vital signs.

e. Vital signs should be checked at least once a day; in case of severe illness may be checked more often as ordered by physician.

3. Explanation should include:

   a. Digested food, muscle, and gland activities produce heat by oxidation; some heat may be obtained through the environment.

   b. Body heat is reduced by breathing, elimination of body wastes, and the taking in of cold beverages and food. Most body heat is lost through the skin pores.

   c. The balance between heat production and heat loss results in a normal temperature of 96.7° F. to 99° F.

4. a. Orally

      i. Easiest

      ii. Most convenient

      iii. Most comfortable

   b. Rectally

      i. Most accurate

      ii. Safest

      iii. Frequently used for children under 6 years of age

   c. Axillary

      i. Least accurate

      ii. Only used when neither of the other two methods can be used

5. a. Orally

      i. When breathing is difficult

      ii. Nasal or oral obstruction

iii. Senile, acute mentally ill, confused unconsciousness

iv. Administration of oxygen

b. Rectally

i. Surgery of the perium or rectum

ii. Dilation of the rectum due to fecal material or flatus

iii. Severe diarrhea

c. Axillary--Least accurate

6. __6__ a.

__2__ b.

__1__ c.

__4__ d.

__5__ e.

__3__ f.

7. a. External environment

b. Internal environment

c. Sex

d. Age

e. Emotions

f. Time of day

g. Exercise

8. a. Hold thermometer at eye level.

b. Locate solid column of mercury.

c. Look at the markings on the side of column of mercury.

d. Each long line indicates one degree, and the four short lines represent 2/10 or 0.2 of a degree.

e. The thermometer is read at the end of the mercury column.

9. Five of the following:
   a. Temporal
   b. Carotid
   c. Brachial
   d. Radial
   e. Femoral
   f. Dorsalis pedis

10. __5__ a.
    __4__ b.
    __2__ c.
    __1__ d.
    __3__ e.

11. a. Activity
    b. Emotions
    c. Drugs
    d. Endocrine disturbances
    e. Elevated temperature

12. Any five of the following:
    a. Age
    b. Sex
    c. Exercise
    d. Pain
    e. Fever
    f. Emotions
    g. Heart disease
    h. Respiratory disease
    i. Some drugs

13. 6 a.

8 b.

4 c.

7 d.

3 e.

9 f.

2 g.

14. Any six of the following factors:

   a. Condition of walls of arteries and arterioles

   b. Rate of heartbeat

   c. Exercise

   d. Emotions

   e. Sex

   f. Hemorrhage

   g. Shock

   h. Drugs

   i. Endocrine function

   j. Attitude

   k. Smoking

   l. Location where taken

15. a. Systolic pressure--The contraction of the ventricle as it forces the blood into the artery, resulting in the first heart sound heard (systole)

   b. Diastolic pressure--The relaxed phase of the heart; the last sound or change you hear (diastole)

   c. Pulse pressure--The difference between systolic and diastolic pressure

16. a. The brachial artery at the bend of the elbow

   b. The popliteal area with the cuff applied above the knee

17. Evaluated to the satisfaction of the instructor.

18. Evaluated to the satisfaction of the instructor.

19. Evaluated to the satisfaction of the instructor.

FIELD TEST EVALUATION FORM

Directions: After this unit has been field tested, complete this form and return it along with the unit. Answer "yes" or "no" to the following questions by placing an "x" in the space provided. If you answer "no" to any question(s), please comment in the space provided.

OBJECTIVES SHEET	YES	NO
1. Are the objectives clearly written?	___	___
2. Are the objectives written on the student's level?	___	___
3. Are the behaviors expected of the student realistic?	___	___

Comments: ____

____

ACTIVITIES SHEET		
1. Are the activities designed to related practical experience and knowledge?	___	___
2. Are the activities practical for use with the equipment and materials available in your class?	___	___

Comments: ____

____

INFORMATION SHEET		
1. Does the provided information sufficiently cover the unit?	___	___
2. Is the information presented on the student's level?	___	___
3. Is the information clearly written?	___	___
4. Would illustrations enhance the information presented?	___	___

Comments: ____

____

TRANSPARENCY MASTER		
1. Are the transparency masters presenting necessary pictorial information?	___	___
2. Are the transparency masters clear and concise?	___	___
3. Can the transparency masters be used as student handouts?	___	___

Comments: ____

ASSIGNMENT SHEETS

YES NO

1. Do the assignments sheets allow for creative thinking? ___ ___

2. Are the assignments practical for the amount of time and the type of equipment in your class? ___ ___

Comments: ____

____

JOB SHEETS

1. Are the jobs realistic for your students? ___ ___

2. Are the procedures easily followed by students? ___ ___

3. Would illustrations help to explain problem procedural areas? ___ ___

Comments: ____

____

UNIT TEST

1. Does the test adequately cover the unit objectives? ___ ___

2. Are the test questions easily understood? ___ ___

3. Could you orally quiz your students with the questions on the unit test? ___ ___

Comments: ____

____

ANSWERS TO UNIT TEST

1. Is the answer sheet easily followed? ___ ___

Comments: ____

____

What length of time, in class periods, did you spend on this unit?

____________ periods

UNIT II

GIVING STANDARD FIRST AID TREATMENT

UNIT OBJECTIVE

After completing this unit, the student will be able to identify types of wounds, burns, poisons, and shock, plus their corresponding treatment. The student will also be able to provide standard first aid treatment. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student will be able to:

1. Define first aid and identify priorities.
2. Give the ratio of compressions to breaths in CPR.
3. Identify kinds of wounds.
4. Identify types of bone and joint injuries and explain immobilization for neck and back injuries.
5. Classify burns as to cause and degree and give treatment for each type.
6. a. Match types of poisons with proper treatment;
    b. Describe the circumstances under which prescribed drugs could be dangerous; and
    c. List steps to be taken in cases of ingested poisoning.
7. Identify signs and symptoms of choking.
8. Define shock, describe early stages, and indicate treatment.
9. List varying sources of first aid materials.
10. Label pressure points on diagram.
11. Label pressure points to be used in control of bleeding of various areas of body.

12. Compile chart on types of burns and their treatment.
13. Construct poster showing causes, degrees, and prevention of burns.
14. Construct poster illustrating poisonous snakes, marine animals, plants, spiders, and insects of Texas.
15. Assemble information describing Heimlich Procedure.
16. Demonstrate the ability to:
    a. Perform cardiopulmonary resuscitation.
    b. Control bleeding of wound.
    c. Apply a spiral turn bandage.
    d. Splint a fracture of a forearm.
    e. Splint a fracture of a lower leg.
    f. Position victim for treatment of shock.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide objective sheet.

   B. Discuss objective sheet.

   C. Provide information sheet.

   D. Discuss information sheet.

   E. Make and show transparencies.

   F. Distribute and discuss assignment and job sheets.

   G. Demonstrate procedures outlined in job sheets.

   H. Give test and evaluate results.

   I. Invite resource speaker from local Red Cross chapter or Heart Association.

II. Student:

   A. Read objective sheet.

   B. Participate in discussion of objective sheet.

   C. Read information sheet.

   D. Participate in discussion of information sheet.

   E. View transparencies.

   F. Complete assignment sheets.

   G. Demonstrate proficiency in performing procedures outlined on job sheets.

   H. Take test.

   I. Listen to guest speaker's presentation.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. II-TM-1--Pinching Nose

    2. II-TM-2--Breathing Into Mouth

    3. II-TM-3--Listening for Return of Air

    4. II-TM-4--Pressure Points

    5. II-TM-5--Types of Fractures

    6. II-TM-6--Making a Sling

    7. II-TM-7--Spiral Bandage of Limb

  D. Assignment sheets

    1. Assignment Sheet #1--Sources of First Aid Materials

    2. Assignment Sheet #2--Control of Bleeding-Pressure Points

    3. Assignment Sheet #3--Identification of Burns

    4. Assignment Sheet #4--Burns - Causes, Degrees, and Prevention

    5. Assignment Sheet #5--Poisonous Plants and Animals of Texas

    6. Assignment Sheet #6--Heimlich Procedure

  E. Answers to assignment sheets

  F. Job sheets

    1. Job Sheet #1--Performance of Cardiopulmonary Resuscitation

    2. Job Sheet #2--Control Bleeding of Wound in Forearm

    3. Job Sheet #3--Applying a Spiral Turn Bandage to a Forearm

4. Job Sheet #4--Splinting a Fracture of a Forearm
5. Job Sheet #5--Splinting a Fracture of a Lower Leg
6. Job Sheet #6--Position for Treatment of Shock

G. Test

H. Answers to unit test

II. References:

A. Books

1. American National Red Cross. Standard First Aid and Personal Safety. Garden City, New York: Doubleday, 1973.

2. Anderson, C. L. Health Principles and Practices. 6th ed. St. Louis, Missouri: C. V. Mosby Co., 1970.

3. Bredow, Miriam and Marian G. Cooper. The Medical Assistant. 3rd ed. St. Louis, Missouri: McGraw-Hill Book Company, 1958.

4. Schwarzrock, Shirley and James R. Jensen. Effective Dental Assisting. 4th ed. Dubuque, Iowa: Wm. C. Brown Co., 1975.

B. Pamphlet

1. "Emergency Measures in Cardiopulmonary Resuscitation." American Heart Association, 1973.

C. Films

Available through local American Red Cross chapter, local Heart Association, or local fire department

UNIT II

GIVING STANDARD FIRST AID TREATMENT

INFORMATION SHEET

I. Introduction to first aid

- A. First aid is the immediate, temporary care given to the victim of an accident or sudden illness before the arrival of professional help.
- B. Value of first aid
  - 1. To self
  - 2. To others
  - 3. To community
- C. Evaluation of priorities in first treatment of victim
  - 1. Rescue--Remove from dangerous area, if necessary
  - 2. Respiration
  - 3. Bleeding
  - 4. Fractures
  - 5. Burns
  - 6. Poisons
  - 7. Foreign objects
  - 8. Shock

II. Cardiopulmonary resuscitation

- A. Respiratory emergency--An emergency in which normal breathing stops or is dangerously reduced
  - 1. Evaluation of need for resuscitation
    - a. Cyanosis--Blue discoloration due to lack of oxygen
    - b. Loss of consciousness
    - c. Cessation of breathing

2. Methods of resuscitation
    a. Administer oxygen by mechanical means.
    b. Administer oxygen by mouth.
        1) Clear patient's airway.
            a) Check for possible obstructions in victim's mouth.
            b) Extend victim's head.
        2) Pinch victim's nostrils shut. (Transparency #1)
        3) Blow air into victim's mouth. (Transparency #2)
        4) Watch victim's chest to see when it rises.
        5) Continue mouth-to-mouth resuscitation at rate of 12-20 breaths/minute until victim begins to breathe by himself. (Transparency #3)

B. External cardiac compression--Consists of application of rhythmic pressure over lower half of sternum
    1. Evaluation of need for external cardiac compression
        a. No detectable pulse
        b. Cyanosis
    2. Procedure for external cardiac compression
        a. Apply rhythmic pressure over lower half of sternum with heel of one hand placed over back of other hand.
        b. Continue pressure at rate of 60-80 times per minute until victim's heartbeat is restored.

C. Combination of external cardiac compression with artificial breathing
    1. Rate of five compressions to one breath
    2. Continue until help arrives.

III. Wounds

A. Kinds of wounds

1. Abrasion--Skin scraped against hard surface
2. Puncture--Skin pierced, producing hole
3. Lacerations--Skin torn, jagged edge
4. Incision--Skin cut, smooth edges
5. Avulsion--Tissue torn from body

B. First aid treatment for wounds

1. Control bleeding.
    a. Direct pressure--Pressure over wound
    b. Pressure points--Pressure applied where artery passes over bone
    c. Constricting band--Wide strip of material used to control bleeding
2. Cover wound with dressing, depending on size, location, and type of wound.
3. Transport patient to medical facility.

IV. Bone and joint injuries

A. Types of injuries

1. Fracture--Bone is broken.
    a. Simple fracture--Break in bone; closed wound
    b. Compound fracture--Break in bone with open wound
    c. Greenstick--Break on one side of bone only
    d. Comminuted--Splintered fracture
2. Dislocation--Displacement of bone end from joint
3. Strain--Injury to a muscle from overstretching
4. Sprain--Tearing of soft tissue at joint

B. First aid treatment

1. Splints--Devices applied to immobilize body parts when fracture is suspected and are identified by the following types:

a. Wooden

b. Inflatable plastic

c. Shaped plastic or aluminum

d. Improvised--Any available supportive material as a magazine, newspaper

2. Slings--Triangular bandages used to support (Transparency #6)

3. Ice packs--Small bags of crushed ice or a cold, wet pack

C. Back and neck injuries

1. Immobilize victim to prevent injury to spinal cord. Place padding around victim to prevent movement.

2. Send for help.

3. If immediate help is not available and victim must be moved, place on a firm support. Secure victim to support before transporting.

V. Burns--Injuries resulting from heat, chemicals, or radiation

A. Classification of burns

1. First-degree burns--Redness or discoloration of skin

2. Second-degree burns--Redness and blisters

3. Third-degree burns--Deep tissue destruction

B. First aid treatment for burns caused by heat

1. First-degree burns--Apply cold water or ice.

2. Second-degree burns--Cold water followed by sterile dressing only. Seek medical help if extensive area burned.

3. Third-degree burns--Cover with sterile dressing or clean household linen. Seek medical care.

C. First aid treatment for burns caused by chemicals

1. Flush burned area with running water for at least five minutes.

2. Seek medical help immediately.

D. First aid treatment for burns caused by radiation

(Example: sunburn)

1. Treatment for sunburn same as that for burns caused by heat

2. Seek medical help for radiation burns other than sunburn.

VI. Poisons--Any substance that impairs health or causes death when taken into the body

A. Types of poisons

1. Chemical

a. Petroleum products and gasoline, kerosene, etc.

b. Acids such as toilet bowl cleaners, battery acid

c. Alkalis such as drain cleaners, detergents, ammonia

d. Gases such as carbon monoxide, methane

e. Others such as bleaches, pesticides, insecticides, and weed killers

2. Plants

a. Contact such as poison ivy, poison oak, poison sumac

b. Ingested such as dumb cane, oleander, toadstools, castor beans

3. Animals

a. Insects such as bees, wasps

b. Spiders such as brown recluse and black widow

c. Snakes such as rattlesnakes, copperheads, moccasins, coral

d. Marine animals such as Portuguese man-of-war, jelly fish, and ray fish

4. Drugs--Any medicine ingested in any amount other than the prescribed dosage. Drug combinations may also be dangerous.

B. First aid treatment

  1. Ingested poison--Poison taken by mouth

    a. Locate container.

    b. Dilute or neutralize poison.

    c. Induce vomiting if not petroleum.

    d. Maintain vital functions.

    e. Seek medical assistance.

  2. Contact poison--Poison in contact with skin

    a. Commercial chemicals

      1) Remove clothing, if contaminated.

      2) Flood with running water.

      3) Seek medical assistance.

    b. Poisonous plants

      1) Wash hands with soap and water.

      2) Apply soothing lotion.

  3. Injected poison

    a. Insects

      1) Cold application

      2) Soothing lotion

    b. Marine animals

      1) Wash area.

      2) Apply dilute ammonia or rubbing alcohol.

    c. Snakes

      1) Keep victim quiet and reassure him.

      2) Immobilize limb--Keep limb below heart level, if possible.

      3) Pack affected area in ice or ice water.

      4) Place constricting band between wound and victim's heart.

            5) Get medical assistance.

      4. Inhaled poisons

         a. Move victim to fresh air.

         b. Check pulse and respiration.

            1) Begin cardiopulmonary resuscitation, if necessary.

            2) Get medical help.

VII. Foreign objects

   A. Objects in airway

      1. Signs and symptoms

         a. Violent choking with redness of face and neck

         b. Cyanosis

         c. Cessation of breathing.

      2. First aid treatment

         a. Encourage coughing.

         b. Administer artificial respiration if breathing stops.

         c. Seek medical help.

      3. Heimlich Procedure--The removal of a foreign body from trachea by exerting pressure under diaphragm

   B. Objects in eye

      1. If object is visible on inside of either lid, remove carefully with clean cloth or paper tissue.

      2. Seek medical aid, if needed.

VIII. Traumatic shock--Depressed state of vital body functions

   A. Signs

      1. Early stages

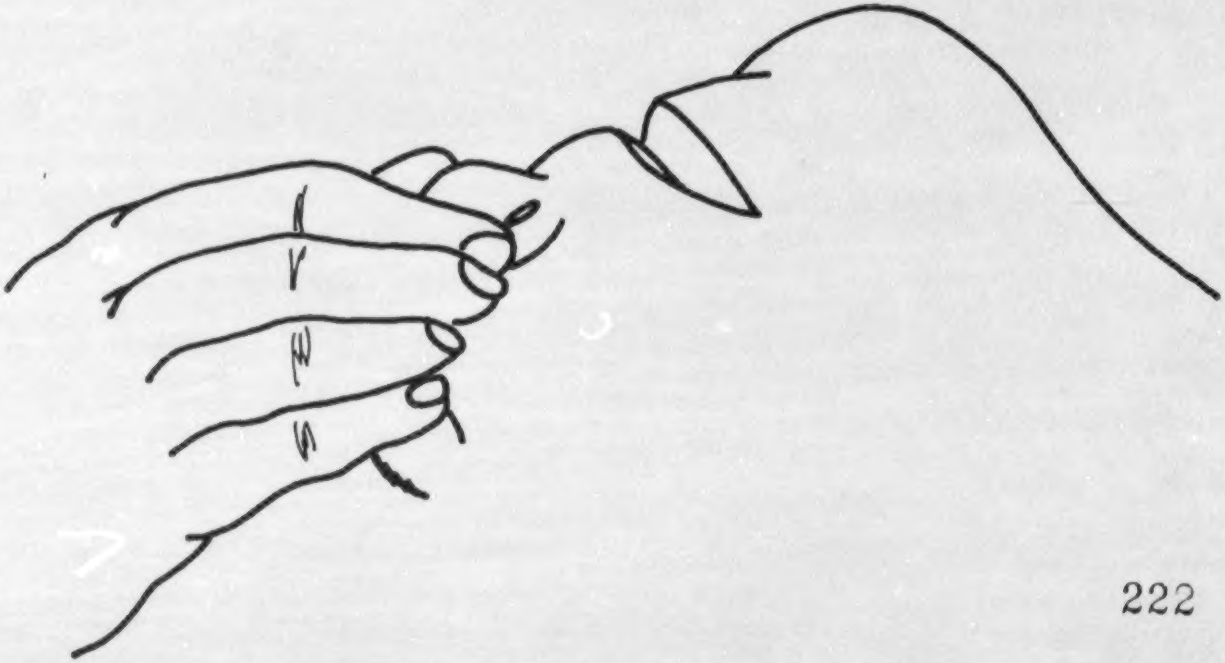
         a. Pallor and cyanosis

         b. Moist, clammy skin

        c. Rapid, weak pulse
        d. Increased respiration
    2. Late stage
        a. Dilated pupils
        b. Fainting and loss of consciousness
        c. Possible death if untreated

B. First aid treatment
    1. Keep victim lying down.
    2. Cover to prevent loss of body heat.
    3. Elevate feet slightly.
    4. Seek medical aid.

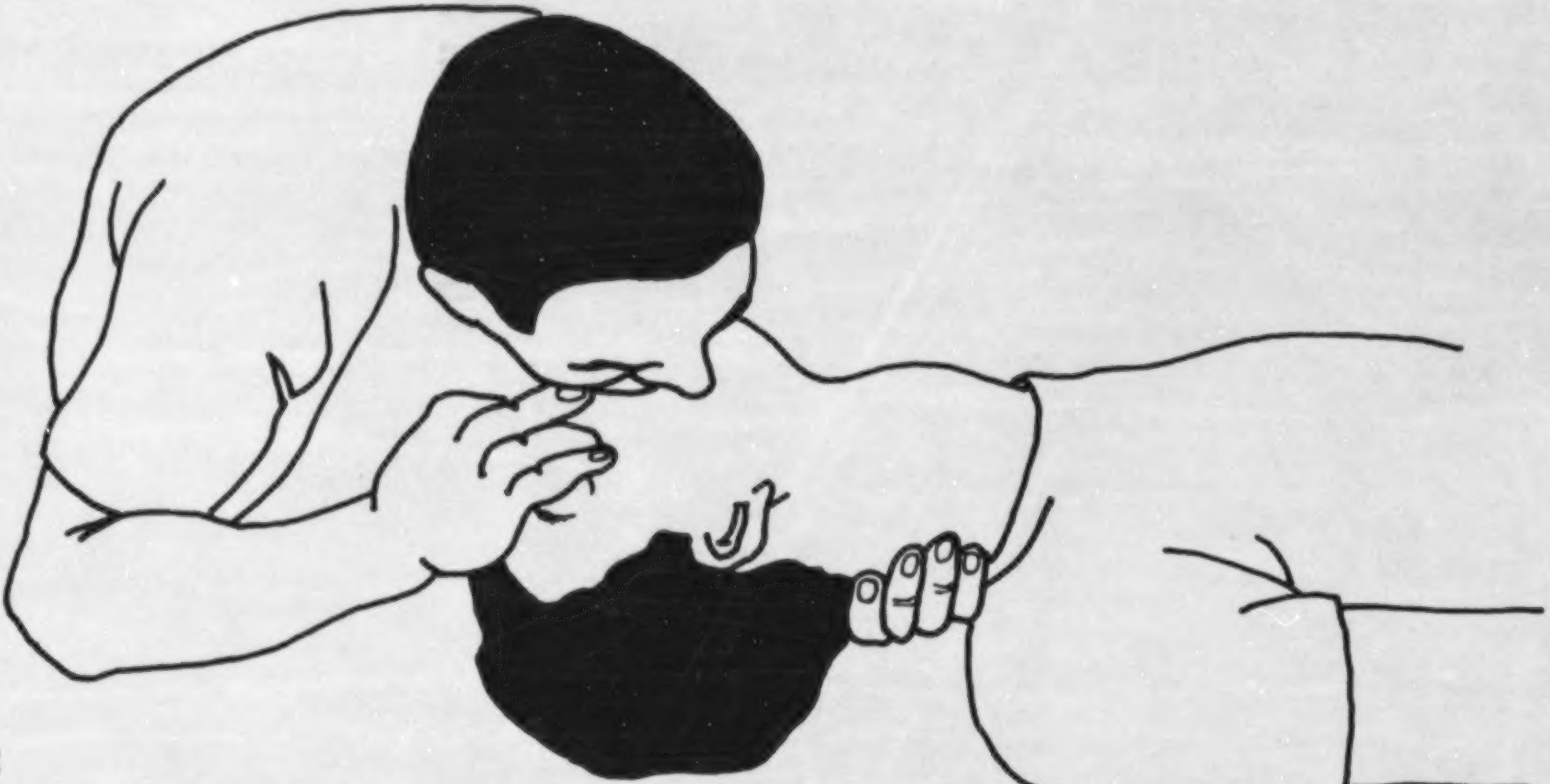
PINCHING NOSE



222

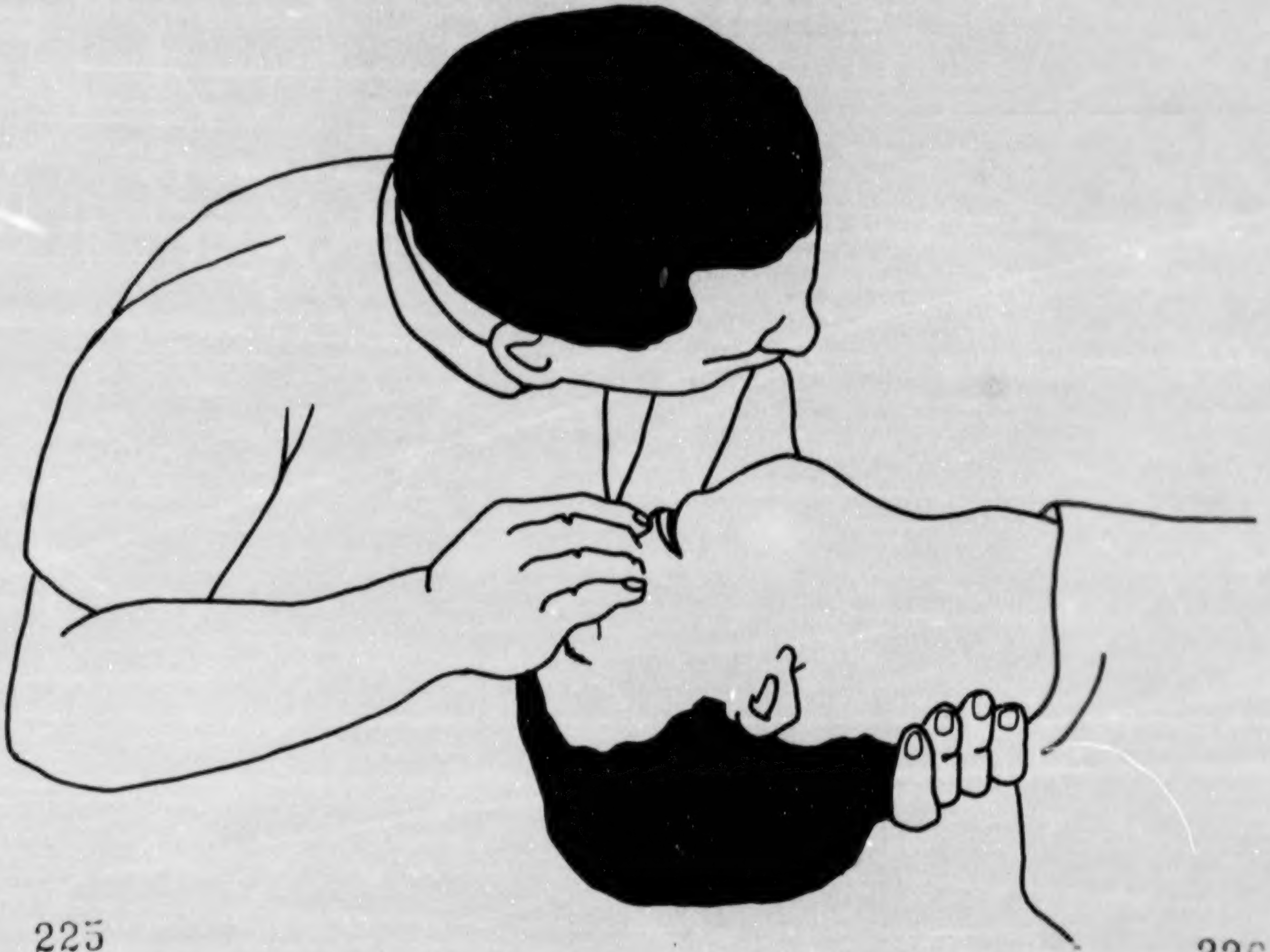
221

BREATHING INTO MOUTH



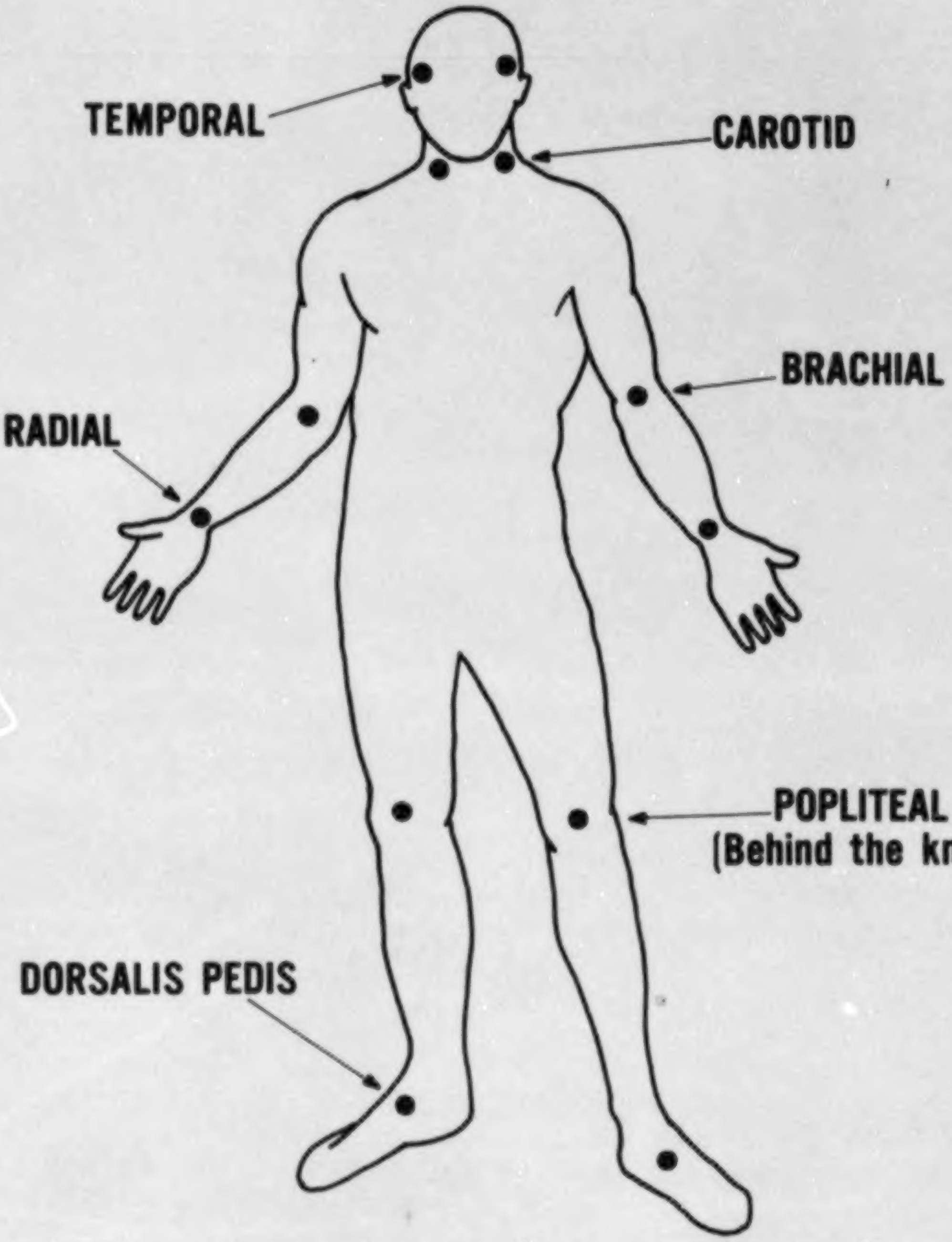
II-TM-2

LISTENING FOR RETURN OF AIR

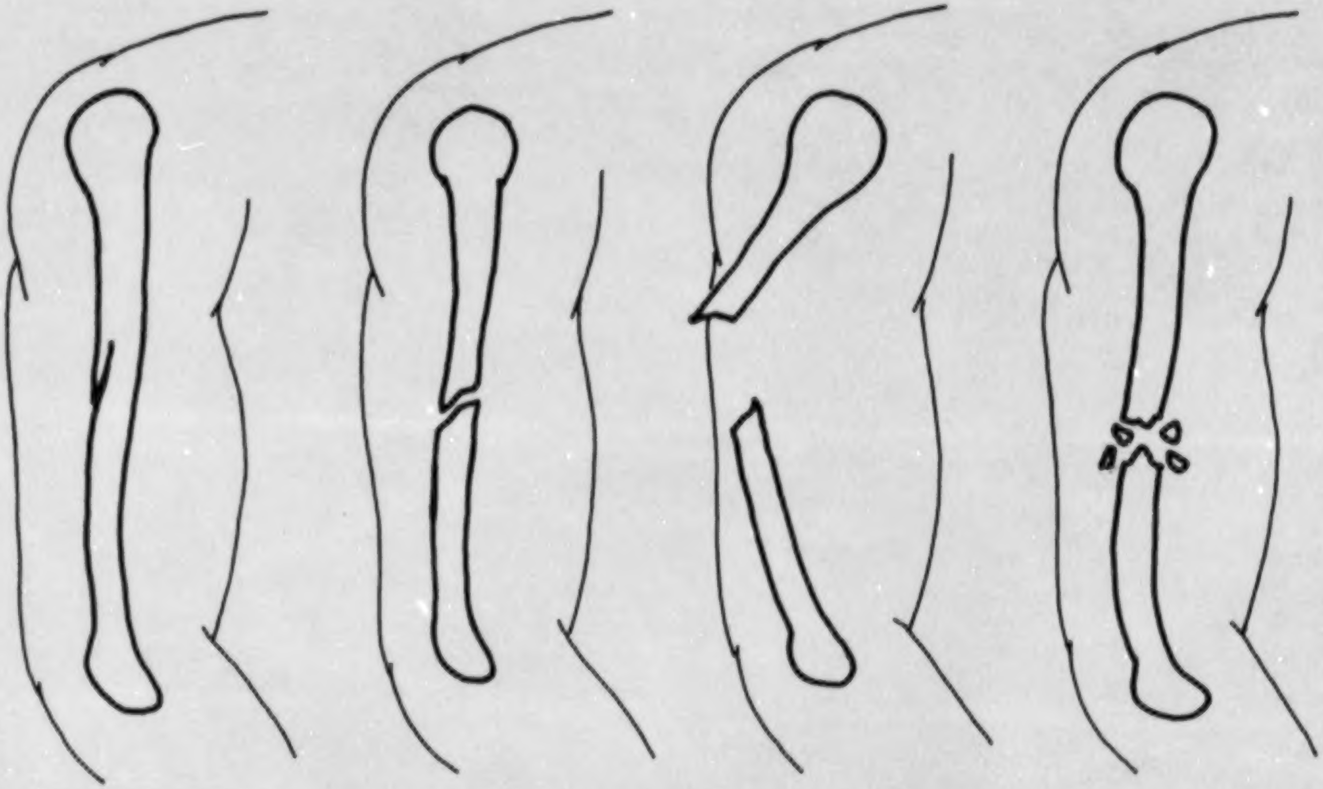


II-TM-3

PRESSURE POINTS


TEMPORAL
CAROTID
BRACHIAL
RADIAL
POPLITEAL
(Behind the knee)
DORSALIS PEDIS

TYPES OF FRACTURES



GREEN STICK

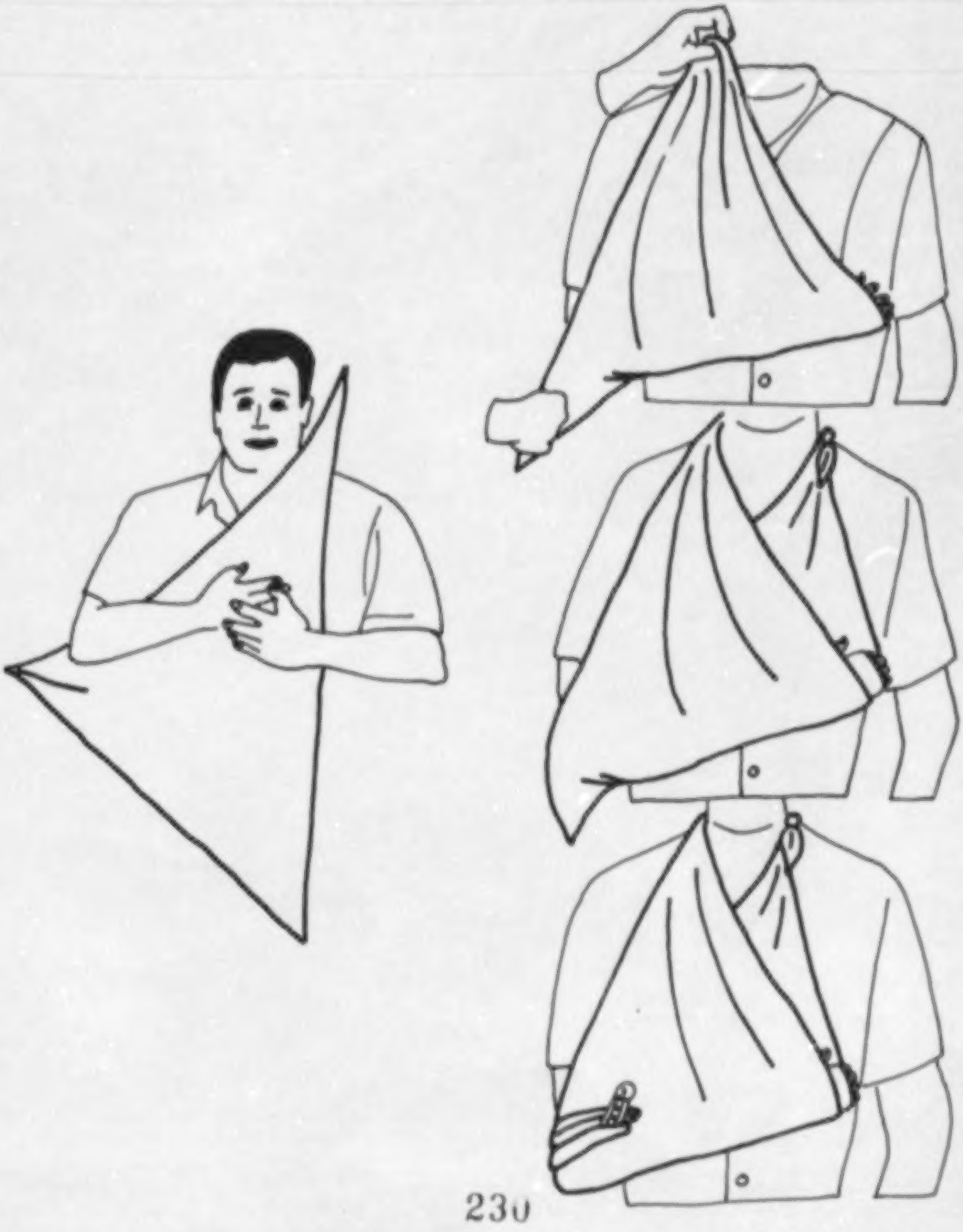
COMPLETE
(simple)

COMPLETE
(compound)

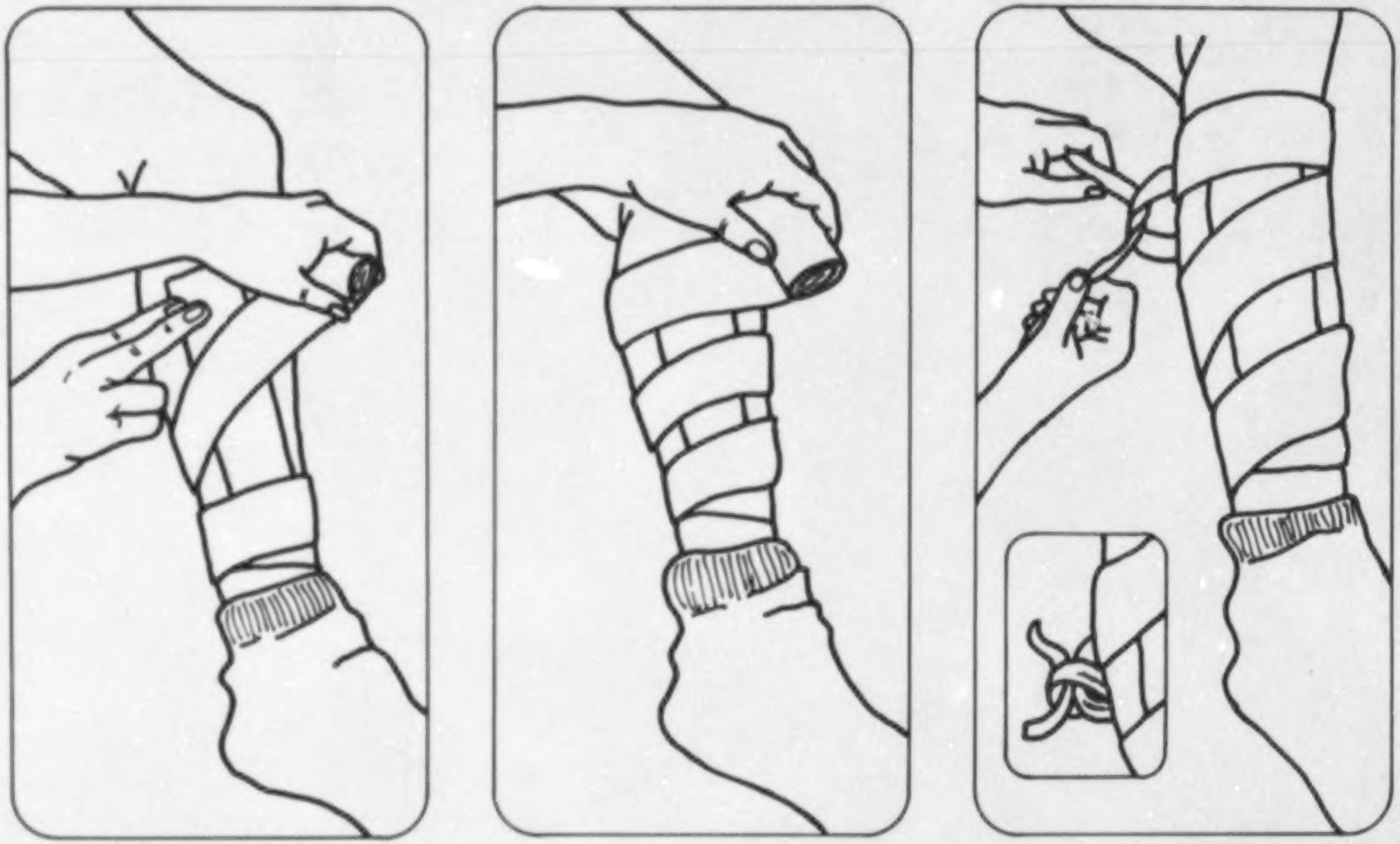
COMMINUTED

II-TM-5

MAKING A SLING



SPIRAL BANDAGE OF LIMB



II-TM-7

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #1--SOURCES OF FIRST AID MATERIALS

Directions:

1. List five items that could be used for splints.

2. List five items that could be used for bandages.

3. How do you apply direct pressure if you don't have anything to use as a dressing?

4. What three items could be used as a constricting band?

5. List three items that could be used to elevate victim's feet in suspected shock.

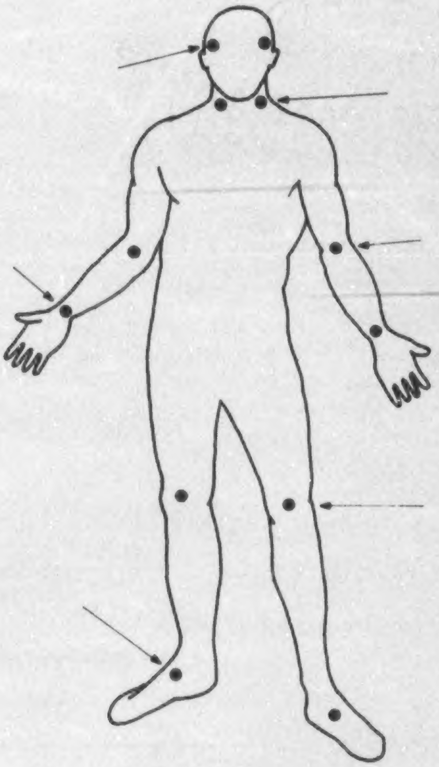
UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #2--CONTROL OF BLEEDING-PRESSURE POINTS

Directions:

1. Label pressure points on diagram.



2. Name pressure points to be used in control of bleeding of following areas:

   a. Left forearm

   b. Right upper arm

   c. Lower left leg

   d. Palm of right hand

   e. Lower left jaw

   f. Forehead

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #3--IDENTIFICATION OF BURNS

Directions: Complete the following chart.

Types of Burns	Description	First Aid Treatment
1st degree		
2nd degree		
3rd degree		

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #4--BURNS - CAUSES, DEGREES, AND PREVENTION

Directions: Prepare poster for class display using one of the following topics.

1. Causes of burns
2. Degrees of burns
3. Prevention of burns

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #5--POISONOUS PLANTS AND ANIMALS OF TEXAS

Directions: Choose one of the following topics and prepare a poster.

1. Poisonous snakes of Texas
2. Poisonous marine animals
3. Poisonous plants of Texas
4. Poisonous spiders and insects of Texas

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ASSIGNMENT SHEET #6--HEIMLICH PROCEDURE

Directions: Find information about the Heimlich procedure using magazines, pamphlets, or local health agencies. Write a brief paragraph about the procedure.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

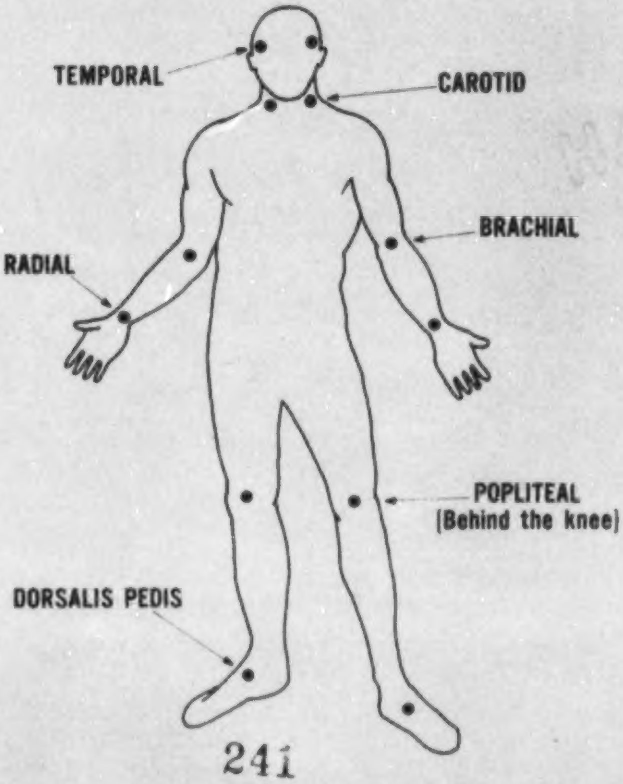
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Rolled newspaper, magazine, wooden slat, tree limb, umbrella, baseball bat, oar, etc.
2. Necktie, handkerchief, scarf, sheet, towel, hose, torn strips of clothing, etc.
3. Use bare hand.
4. Hose, tie, belt, strips of clothing, etc.
5. Pillow, folded blanket, cardboard carton, books, log, etc.

Assignment Sheet #2

1.



PRESSURE POINTS

TEMPORAL
CAROTID
BRACHIAL
RADIAL
POPLITEAL
(Behind the knee)
DORSALIS PEDIS

2. a. Left brachial
   b. Right brachial
   c. Left femoral
   d. Right radial
   e. Left carotid
   f. Temporal

Assignment Sheet #3

Types of Burns	Description	First Aid Treatment
1st degree	Redness of skin	Apply ice or cold water
2nd degree	Blistering of skin	Immerse in cold water. Cover with clean or sterile dressings. Seek medical care if extensive.
3rd degree	Destruction of skin and underlying tissue	Cover with sterile or clean cloth. Seek medical attention.

Assignment Sheet #4

Evaluated to the satisfaction of the instructor.

Assignment Sheet #5

Evaluated to the satisfaction of the instructor.

Assignment Sheet #6

Evaluated to the satisfaction of the instructor.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #1--PERFORMANCE OF CARDIOPULMONARY RESUSCITATION

I. Tools and equipment needed:

"Resusci-ann" mannequin (from local Red Cross or Heart Association)

II. Job Procedures:

A. Position mannequin on floor.

B. Kneel at right side of mannequin at chest area.

C. Hyperextend "victim's" neck.

D. Look--to see if breathing (chest rising).

E. Feel--for pulse.

F. Listen--for air.

G. Clear mouth and throat, if needed.

H. Pinch nose.

I. Make airtight seal with your mouth over victim's mouth.

J. Give victim two quick breaths--chest should rise.

K. Permit expiration.

L. If no pulse is felt, place heel of one hand over back of other hand or lower half of victim's sternum.

M. Apply pressure over heart, keeping elbows straight.

N. Make five compressions and return for one breath to victim.

O. Continue at the ratio of five compressions to one breath until help arrives.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #2--CONTROL BLEEDING OF WOUND IN FOREARM

I. Tools and equipment needed:

- A. Compress or gauze square
- B. Constricting band
- C. Dowel or windlass

II. Job Procedures:

- A. Place victim in comfortable position.
- B. Locate wound in forearm.
- C. Stop bleeding.
    1. Apply pressure to wound using compress or gauze square.
    2. Apply pressure to brachial artery. Press artery against bone of inner arm midway between elbow and armpit.
    3. Apply constricting band around upper arm. Tie, using square knot. Place dowel on knot. Tie second square knot and twist to constrict artery. Do not cut off circulation completely. Check hand for blue color.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #3--APPLYING A SPIRAL TURN BANDAGE TO A FOREARM

I. Tools and equipment needed:

  A. 2" roller bandage

  B. Gauze dressings

  C. Scissors

II. Job Procedures:

  A. Place patient in comfortable position.

  B. Locate injury.

  C. Place dressing over injury.

  D. Elevate limb.

  E. Make a complete turn of roller bandage at wrist. Spiral bandage upward to cover dressing. Split last six inches of bandage, tie knot, wrap both ends of split bandage around arm, and tie.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #4--SPLINTING A FRACTURE OF A FOREARM

I. Tools and equipment needed:

  A. Splint

  B. Bandages

    1. Roller

    2. Sling

II. Job Procedures:

  A. Locate fracture.

  B. Apply splint. Use one or two splints as needed.

  C. Hold splint or splints by roller bandages.

  D. Place splinted forearm in sling.

  E. Fasten sling around neck to support splinted forearm.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #5--SPLINTING A FRACTURE OF A LOWER LEG

I. Tools and equipment needed:

- A. Splints
- B. Bandages
- C. Padding for splints

II. Job Procedures:

- A. Locate fracture.
- B. Pad splints.
- C. Apply splints to outer and inner sides of lower leg.
- D. Be sure that splints extend beyond knee and ankle joints.
- E. Hold splints by bandages.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

JOB SHEET #6--POSITION FOR TREATMENT OF SHOCK

I. Tools and equipment needed:

- A. Blanket (cover)
- B. Pillow or folded blanket to elevate feet

II. Job Procedures:

- A. Place victim in comfortable, reclining position.
- B. Cover.
- C. Elevate feet 8-12 inches.

UNIT II

GIVING STANDARD FIRST AID TREATMENT

UNIT TEST

1. a. Define first aid.

   b. List the first three priorities in first aid treatment of victim after rescue.

2. In CPR, give the ratio of compressions to breaths.

3. Define the following terms:

   a. Abrasion

   b. Puncture

   c. Laceration

   d. Incision

   e. Avulsion

4. a. Define:

   1) Strain

   2) Sprain

   3) Dislocation

   4) Greenstick fracture

   5) Comminuted fracture

   6) Compound fracture

   7) Simple fracture

   b. Explain why a patient with suspected back or neck injuries should be immobilized.

5. a. Identify the three main causes of burns.

   b. Describe burns as to degree and give treatment for each type.

6. a. Using letter answers, match the treatments with types of poisons.

_____ 1. Flood with water.

_____ 2. Wash with soap and water.

_____ 3. Pack in ice.

_____ 4. Apply dilute ammonia.

_____ 5. Move to fresh air.

_____ 6. Dilute poison and/or induce vomiting.

_____ 7. Apply soothing lotion.

a. Inhaled gas

b. Insect sting

c. Marine animals

d. Ingested poisons

e. Commercial chemicals

f. Poisonous plants (contact)

g. Poisonous snakes

b. Describe the circumstances under which prescribed drugs could be dangerous.

c. List in order the steps to be taken in cases of ingested poisoning.

7. Identify signs and symptoms of choking.

8. a. Define traumatic shock.

b. List four signs of early shock.

c. Give three steps in treatment of shock.

9. Provide sources of first aid materials.

10. Label diagram of pressure points from transparency.

11. Name pressure points to be used for control of bleeding of given areas.

12. Complete chart describing types of burns and their treatment.

13. Prepare poster showing causes, degrees, or prevention of burns.

14. Prepare poster showing either poisonous snakes, poisonous marine animals, poisonous plants, or poisonous spiders and insects of Texas.

15. Present information on Heimlich procedure.

16. Demonstrate the ability to:

    a. Perform cardiopulmonary resuscitation.

    b. Control bleeding of wound.

    c. Apply a spiral turn bandage.

    d. Splint a fracture of a forearm.

    e. Splint a fracture of a lower leg.

    f. Position victim for treatment of shock.

    (NOTE: If these skills, #9-#16, have not been accomplished prior to the test, ask the instructor when they should be completed.)

UNIT II

GIVING STANDARD FIRST AID TREATMENT

ANSWERS TO UNIT TEST

1. a. The immediate, temporary care given to the victim of an accident or sudden illness before the arrival of professional help

   b. Respiration
      Bleeding
      Fracture

2. 5 to 1

3. a. Skin scraped against hard surface

   b. Skin pierced, producing hole

   c. Skin torn, jagged edges

   d. Skin cut, smooth edges

   e. Tissue torn from body

4. a. 1) Injury to a muscle from overstretching

      2) Tearing of soft tissue at joint

      3) Displacement of bone end from joint

      4) Break on one side of bone only

      5) Splintered fracture

      6) Break in bone with open wound

      7) Break in bone; closed wound

   b. To prevent injury to spinal cord

5. a. Heat
      Chemicals
      Radiation

   b. First-degree burn: Redness of skin; apply ice or cold water.

      Second-degree burn: Redness and blisters; cold water, clean dressing

Third-degree burn:	Destruction of tissue; cover with clean cloth or sheet, seek medical care.

6. a. _e_ 1.

_f_ 2.

_g_ 3.

_c_ 4.

_a_ 5.

_d_ 6.

_b_ 7.

b. When ingested in any amount other than the prescribed dosage or in combination with other drugs

c. 1) Locate container.

2) Dilute or neutralize poison.

3) Induce vomiting if not petroleum product.

4) Maintain vital functions.

5) Seek medical assistance.

7. Redness of face
Cyanosis
Cessation of breathing

8. a. Depressed state of body functions

b. Pallor and cyanosis
Moist, clammy skin
Rapid, weak pulse
Increased respiration

c. Keep victim lying down.
Cover to prevent loss of body heat.
Elevate feet 8-12 inches.

9-16. Evaluated to the satisfaction of the instructor.

FIELD TEST EVALUATION FORM

Directions: After this unit has been field tested, complete this form and return it along with the unit. Answer "yes" or "no" to the following questions by placing an "x" in the space provided. If you answer "no" to any question(s), please comment in the space provided.

OBJECTIVES SHEET	YES	NO
1. Are the objectives clearly written?	___	___
2. Are the objectives written on the student's level?	___	___
3. Are the behaviors expected of the student realistic?	___	___

Comments: ______________________________

____

ACTIVITIES SHEET		
1. Are the activities designed to related practical experience and knowledge?	___	___
2. Are the activities practical for use with the equipment and materials available in your class?	___	___

Comments: ______________________________

____

INFORMATION SHEET		
1. Does the provided information sufficiently cover the unit?	___	___
2. Is the information presented on the student's level?	___	___
3. Is the information clearly written?	___	___
4. Would illustrations enhance the information presented?	___	___

Comments: ______________________________

____

TRANSPARENCY MASTER		
1. Are the transparency masters presenting necessary pictorial information?	___	___
2. Are the transparency masters clear and concise?	___	___
3. Can the transparency masters be used as student handouts?	___	___

Comments: ______________________________

ASSIGNMENT SHEETS YES NO

1. Do the assignments sheets allow for creative thinking? ___ ___

2. Are the assignments practical for the amount of time and the type of equipment in your class? ___ ___

Comments: ____

____

JOB SHEETS

1. Are the jobs realistic for your students? ___ ___

2. Are the procedures easily followed by students? ___ ___

3. Would illustrations help to explain problem procedural areas? ___ ___

Comments: ____

____

UNIT TEST

1. Does the test adequately cover the unit objectives? ___ ___

2. Are the test questions easily understood? ___ ___

3. Could you orally quiz your students with the questions on the unit test? ___ ___

Comments: ____

____

ANSWERS TO UNIT TEST

1. Is the answer sheet easily followed? ___ ___

Comments: ____

____

What length of time, in class periods, did you spend on this unit?

_____________periods